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Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 36, No. 1

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Second Class
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At Rapelje School, students begin learning to navigate their way around the computer keyboard in kindergarten, paving the way for advanced technology training in later grades. Story on page 7.

State Board of Public Education defines "basic quality education"

Does the two-sentence definition keep "quality" in education?

The Montana constitution guarantees it. The legislature is required to fund it. Taxpayers pay for it. But what exactly is a "basic system of free quality public elementary and secondary schools"?

That's what the state Board of Public Education set out to determine this summer, following a request from Governor Stephens. The governor said the definition was critical in developing the budget he must present to the 1993 Legislature before leaving office. "We make a substantial investment in public education in this state, and yet no one has defined exactly what it is we are paying for," Stephens said.

The board's decision to accept the governor's task caused a major stir in the state's education community during the summer. Of particular concern to educators was the short time frame and lack of public participation in the process. The governor made his request in May and asked for the final product by the end of the summer. The board held two hearings on the definition in August, one in Helena and one in Glendive. The hearings were widely criticized because of short notice and lack of publicity. Many educators said holding the hearings during summer excluded most local educators and parents from the process.

Despite these criticisms, despite the enormity of the task, and despite the struggle other states have had in attempting to define and assign a cost to basic quality education, the board agreed to meet the governor's deadline, although it has since changed the date for release of the final product. On August 25, the Board of Public Education produced its draft definition. The final definition is expected in late October.

Mixed reviews

Reviews on the draft definition are mixed. At best, it seems, the definition may do little to clarify the cost of a basic system of quality education. At worst, some educators fear the definition could cut the "quality" out of "basic quality education," hamstring local control over education, and give the legislature an excuse to cut school funding.

"Essentially, we still lack a definition," said Jack Copps, Deputy Superintendent of Public Instruction, "at least one that would provide an insight into cost, as the governor intended."

The board's definition reads as follows: *"A basic system of free quality public elementary and secondary schools is defined as the educational framework necessary to allow local school districts to implement the Montana School Accreditation Standards, as promulgated by the Board of Public Education. It is intended that the basic system be governed in such a way as to preserve the constitutional rights of the Legislature, the Board of Public Education, local school boards, and the citizens of the state."*

The board adopted its definition with these "understandings":

1. The Accreditation Standards constitute the minimum instructional expectations of a system of free quality education.
2. The "Educational framework" includes all of the things required to implement the Accreditation Standards.

(Continued on page 6)

Message from Nancy Keenan

"This time, like all times, is a very good one, if we but know what to do with it." —*Ralph Waldo Emerson*

It is no coincidence that I want to visit with you about change. Some of the change is exciting, and some of it is disheartening. It is, as the old adage goes, a classic "good news/bad news story."

The good news is that the Office of Public Instruction has filled some critical staff positions. I am very pleased to announce the arrival of our new Mathematics Specialist, Diana Oldham; Arts Specialist, Christine Peña; Deaf/Blind Specialist, Francisco Roman; and Chapter 1 Division Administrator, Wayne Myers.

And now, as they say, for the bad news. The July special session of the legislature took a swipe at public schools along with other essential government services. By lowering General Fund operating reserves to 10 percent, more money was freed up to fund school budgets. The effect of that action was that the state saved money by lowering its obligation for Guaranteed Tax Base aid. Local property taxpayers also saw some property tax relief.

With budget cuts from both that session and the last special session, OPI also experienced budget cuts. To accommodate the reduction, several OPI positions must remain vacant, including elementary education specialist and job training specialist. We have also been forced to close our Audio Visual Library after its 45 years of service.

In addition to these cuts, OPI must comply with House Bill 32, passed by the July special session, by identifying a five percent reduction in personnel. This is something new. This time, the legislature is not just telling state agencies to cut expenses. They are telling us specifically to cut people, even if it means losing federal funding. For OPI, it could mean losing our nutrition, assessment, and homeless children/adult homeless services specialists, along with other positions.

Cuts to schools are extraordinarily painful, and of course, those who will suffer most are Montana's children. I intend to fight the good fight for education. However, it's important that we all understand what is happening. As the state budget picture worsens, more and more legislators are looking at education with knives sharpened. Public education costs the state $450 million annually. It is certainly not immune from close scrutiny in tight financial times. The July special session was one indication of things to come in the 1993 legislative session. The governor's call to define "basic quality education" as required by the state constitution was another. Clearly, the governor wants to know the minimal amount of school funding we can get away with and satisfy the courts.

As I look at the state budget picture now and for the future, my first priority must be to ensure that the foundation schedules are fully funded. Underfunding the schedules would set a dangerous precedent for continuing this practice in the future.

I honestly believe that any additional revenue to schools will be accompanied by some elements of "restructuring." What form that will take is yet to be determined, but issues of early childhood education, staff development, site-based decision making, technology, and outcome-based performance standards may be just a few that are discussed.

That discussion is already underway with a new group called Leadership for Education and Economic Development (see the article on "LEED" on page 3 of this issue of *Montana Schools*). This group is working together for a brighter future for both education and the economy in Montana. I am optimistic that through working together, good things will happen for Montana.

But efforts such as LEED can't succeed without the support of teachers, administrators, trustees, and parents across Montana. I need each one of you to help keep the importance of education at the forefront in this state. Talk to your legislators *before* they come to Helena in January. Have them visit your classrooms to see firsthand the needs of our schools and our students.

Although we have our share of serious challenges ahead of us, I remain hopeful. It is in working with all of you and knowing that our students are in good hands that keeps me going. We will fight the good fight, for it is right.

Have a super fall, and drop me a line once in a while!

Nancy Keenan

New staff arrive at OPI

The Office of Public Instruction is pleased to announce the arrival of several new staff members.

Diana Oldham

Wayne Myers

Christine Peña

They are...

Diana Oldham, Mathematics Specialist. Diana comes to OPI from Clearmont, Wyoming, where she taught high school math. She has also taught math, social studies, and science at the middle school level. She has a master's degree in mathematics.

Wayne Myers, Chapter 1 Division Administrator. Wayne was Chapter 1 specialist at the Kansas Department of Education for the last 12 years. Before that, he taught math and science in the Kansas public schools.

Christine Peña, Arts Specialist. Christine taught art in the Montibello Unified Public Schools (elementary and intermediate), Montibello, California.

Francisco Roman, Deaf/Blind Specialist. Francisco formerly taught special education for the Puerto Rico Deaf/Blind School, Hato Rey, Puerto Rico.

Nancy O'Hara, Chapter 1 Specialist, has left OPI to accept a position with the Billings School District.

Jim Meier has moved from directing the Audio Visual Library to the OPI Certification Department, where he will work as OPI's Licensing Certification Technician. ■

OPI's AV Library closes

On August 21, 1992, the Office of Public Instruction's Audio Visual Library closed its doors, leaving the schools of Montana without a service that has benefited teachers and students since 1947.

The AV Library has struggled financially the past several years, even though its staff has done everything possible to maintain this resource. However, with budget cuts enacted during the July special legislative session, Superintendent of Public Instruction Nancy Keenan has been forced to close the library.

"When government is cut, it becomes necessary to cut services," Keenan said. "We are not able to continue with business as usual. Although we will continue to fight to provide resources for schools, my office must operate within current budget constraints."

Keenan noted that the Office of Public Instruction is working to find a new home for the AV Library's collection as quickly as possible. ■

Certification update

Certification renewal posters
The Certification Division of the Office of Public Instruction has prepared an 8 1/2 by 11-inch poster for distribution to all administrators of Montana schools. This poster was mailed to all schools and county superintendents during the summer. The poster identifies classes of certification and lists renewal requirements.

Updated certification brochure
The Certification Division has revised the brochure entitled "Questions & Answers on Certification of Montana Teachers, Administrators and Specialists." Copies of the updated July 1992 edition will be sent to all district and county superintendent offices.

Teacher preparation review
Coordinators have been selected to conduct the review of teacher education program standards for Montana colleges and universities where teachers are prepared.

These coordinators, primarily OPI specialists, will organize committees to review existing standards and develop recommendations to be presented to Don Freshour, OPI's Director of Teacher Education and Certification.

The recommendations will be reviewed by a number of interested education groups before a final draft is submitted to the Board of Public Education for public hearing and adoption in the spring of 1994.

For general information on this process, contact Don Freshour (444-3150). For specific information or to offer your input in specific content areas, contact the appropriate OPI specialist. ■

Montana's 1993 Teacher of the Year—contagious enthusiasm

Linda Edwards never intended to become a teacher. "Nothing in my life steered me toward a life in education," she says. "It wasn't my plan."

Edwards's plans changed, however, when she first experienced the magic of helping children learn. As a student at the University of Montana, Edwards found herself teaching an art class to second graders in order to fulfill a college class requirement. Those second graders altered the course of her life.

"I was taken completely by surprise when I experienced the power of teaching," Edwards recalls. "Those little children irrevocably captured my heart with their excitement and curiosity. Their energy, enthusiasm, and eagerness to learn were contagious."

Edwards immediately changed her major to elementary education, and she never looked back. Eighteen years of teaching later, she has been chosen as Montana's 1993 Teacher of the Year, and her whole community has been celebrating.

Edwards, who won the honor in May, teaches second grade at Highland Park Elementary School in Lewistown, and she is quick to share her honor with her community.

"It's not something I've done alone," she says. "This experience has focused on the importance of teaching and the involvement of parents, community, and administration in the educational process."

Insatiable curiosity

Edwards's thirst for knowledge and her quest for professional self-improvement have led her to invest much of her personal time and finances to stay on the cutting edge of new educational trends.

"I believe one teaches by creating an insatiable curiosity in the learner," says Edwards. "This belief has kept me continually involved in my own educational growth." And once she learns a successful new teaching method, Edwards shares the knowledge by facilitating workshops and inservices for colleagues across the state.

High adventure/high expectations

In the classroom, Edwards uses her ever-expanding repertoire of teaching techniques to unlock the wonder of learning for each student. She focuses on a "flexible approach" that blends innovations with basic skill instruction in a cooperative learning environment. In order to accommodate her students' individual differences, Edwards identifies and caters to each student's learning style. She provides enrichment activities aimed at seizing every possible opportunity to arouse students' natural curiosity.

Above all, Edwards says, "I want to foster a classroom atmosphere where students are risk-takers, curious, speculative, adventurous, mentally playful, and receptive to new ideas."

As one might expect, a classroom full of adventurous, curious, mentally playful students is less structured than some. However, Edwards combines high adventure with high expectations for student performance and behavior. And she enlists parents and community members to work with her students on a daily basis.

An ambassador for education

As Teacher of the Year, Edwards will represent Montana in the national Teacher of the Year competition. She will also act as an ambassador for education and the teaching profession throughout the year.

In her ambassador's role, Edwards plans to deliver the message that teachers, administrators, parents, and business leaders need to pull together for education, especially toward the goal of helping children arrive at school ready to learn.

"This must be our most critical education goal," she says. "Teachers and parents need to work in partnerships to prepare children physically, socially, and emotionally for learning." No teacher can create a spark, nurture creativity, or communicate a passion for learning, Edwards says, when children come to school hungry, tired, or abused.

Teacher of the Year finalists

Montana's Teacher of the Year award annually honors an outstanding teacher who exemplifies the best of the teaching profession. The award is sponsored by the state Office of Public Instruction and the Montana Education Association.

Two Helena teachers were named as finalists in this year's Teacher of the Year program: Marcella Burke Hanson, a third-grade teacher at Rossiter School, and Jack Oberweiser, Jr., who teaches mathematics at Mountain View School. ■

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"Awesome!" is how Teacher of the Year Linda Edwards's students describe her.

New Montana organization brings business, education, government leaders together

A new organization has formed in Montana that is identifying innovative ways for business and education to work together.

"Leadership for Education and Economic Development" (LEED) was spearheaded by State Superintendent Nancy Keenan and Randle Romney, branch manager for IBM Corporation. In 1991, Keenan and Romney called together leaders from the business, education, and government communities to begin discussing ways to improve economic development through education.

Through their collaboration, Keenan and Romney realized the need to continue bringing together leaders from all arenas who are willing to try new ways of stimulating learning, advancing the types of skills needed by the private sector, and ultimately achieving greater productivity in education and economic development.

Members of LEED include school administrators, trustees, teachers, parent organizations, and corporations such as IBM, Burlington Northern, U S WEST, and Montana Power.

"There is a lot of brainpower, energy, and dedication in this group," said Superintendent Keenan. "I am extremely excited about its chances for setting positive new directions for education and economic development in Montana."

Keenan noted that there are many separate efforts addressing restructuring in Montana, including the "Gap" study recently conducted by the Business Roundtable. At the same time, various groups are discussing the future of economic development in the state. "LEED is an effort to bring all of these discussions and efforts together in one place," Keenan said.

During the summer, LEED held a skull session at Montana State University in Bozeman, where business, education, and government leaders assessed the strengths and challenges facing Montana's economic development and education systems. Among other things, the group may consider such issues as early childhood education, staff development, technology, and site-based decision making. The group is also considering undertakings that would involve the state legislature either through requests for statutory changes or legislative involvement in LEED's efforts; for example, through interim committees. ■

New method approved for distributing special education contingency funds

Significant changes have occurred in the way special education contingency funds will be handled. As a result of recommendations made by the State Commission on Special Education Finance and approved by State Superintendent Nancy Keenan, the annual $500,000 in state special education contingency funds will be distributed to schools through a peer review process.

State special education contingency funds help districts meet unforeseen, emergency special education costs. Instead of these funds being distributed on a first-come, first-served basis, the funds will be distributed at three intervals during the year based on relative need. A peer review team composed of administrators, county superintendents, and directors of special education will be used to rank requests based on relative need.

If you have questions as to how this process may affect you or your district, please contact Dori Nielson at 444-3656. ■

—Boh Runkel, Director, OPI Division of Special Education

So you think you want a data base...Part II: Designer databases

In "So You Think You Want a Data Base Part One" (*Montana Schools*, May/June 1992), we discussed whether it would be wise or useful to put your special education child count onto a data base. We concluded, that, in the main, it probably would be. If you missed the first installment, I recommend reading it before rushing out to buy a $5,000 computer system for your 15 special education students. But if you know your own mind and the needs of the district, read on.

A child count data base is born

At a school staff meeting one crisp autumn day, someone says, "You know, it would be really nice if we had an alphabetical list of all of our special education students. Connie, you're good at the computer. Could you make up a data base of student information?" Connie figures she can, and the journey begins.

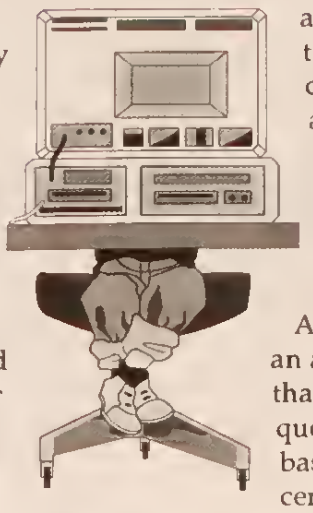
A quick inventory of available hardware and software reveals that the school's personal computer, with 256K RAM, a 20-megabyte hard drive, and the popular "Dbase Yourself!" software package are up to the task. Connie hits the books for a couple of days and sets up a basic data base record structure consisting of fields for NAME, BIRTHDATE, SEX, and DISABILITY. The district has about 100 special education students, so entering data from existing records in the main office proceeds pretty quickly. She enters names in last-name-first order to facilitate alphabetizing them, which proves to be a one-step operation. Another innocent is converted.

At the next staff meeting, a radiant Connie hands the list around. Everybody is duly impressed, and then the ideas start to flow.

The principal says, "We could have a liability problem here, with all of the student names right here in the list. Maybe we should cut the names out and just use initials, like the file folders do. That way, if somebody happens into Connie's office during lunch and the computer is on, we won't divulge confidential information."

The secretary is reflective: "I could use this list to make mailing labels, if only we had parent names and addresses in the file."

The psychologist says, "I am feeling professionally empowered by this. We could put in the date of the last evaluation and know at a glance when the next one is due. For that matter, why can't you put in fields to record test scores for reference during the annual IEP meeting?"



The counselor is upbeat: "This is really positive. If we had a field in here for teacher's name, we could list out everybody's caseloads. And I'd like to know who gets counseling as a related service. Could you include fields for that?"

The school clerk studies the list. "The real opportunity here is that we could cut down on the work of compiling the child count for those nice, helpful, dedicated (if overworked) folks at the Office of Public Instruction."

And so on. By the time the meeting is over, Connie is holding requests for 36 new fields and has a migraine headache.

Summarizing the staff meeting, when people talk about the possible uses of a special education data base, two uses surface quickly: 1) to make district information easier to use, and 2) to simplify the December 1 special education child count.

The effective use of local data can improve the quality of special education programs and service delivery. The child count is the basis of Part B federal funding and state budget dollars for the district. But these applications can only be as good as the data base and the people who maintain it. That's what this article is about.

What is a data base?

A data base is, approximately, an accumulation of related data that is easily accessible to queries for information. Data bases pre-date computers by centuries, but computers have pretty much taken over the market today. A data base may consist of a single computer file, or it may consist of a group of files that can be pulled together, or related, in a variety of ways.

Three terms must be learned, or you will never hold your own at parties. They are *field*, *record*, and *file*. File simply refers to the data base file that is stored on disk. The other two terms are often switched in conversation, a true party *faux pas*.

To make the distinction, think of the white pages of a phone book. Taken together, they comprise a whole data base, a large accumulation of information somehow related logically to a given end. This data base contains many

(Continued on page 16)

Youth Peer Advocacy Project benefits both non-disabled students and students with disabilities

Lynn S. has a 13-year-old daughter we'll call Holly. Holly has Down's Syndrome and attends special education classes in a Montana school district. "I know Holly won't have the same school experiences other students have," Lynn says. "Because she is mentally retarded, other children make fun of her while she continues to be separated in her own classroom with other children with disabilities."

Lynn has prepared Holly for the unkind comments of other children. When others taunt her for her disability, Holly has been taught to reply, "So what; you are rude." This is one way for Holly to respond to taunts. But imagine how different things would be for Holly if she had a friend at school with the knowledge and courage to speak out in her behalf.

Arranging such friendships is exactly what local citizen advocacy groups throughout Montana are now seeking to do. Citizen advocacy programs have recognized the need to bring students with disabilities and their non-disabled peers together in friendships to help students with disabilities become more a part of the school environment.

Many school systems, with the use of self-contained classrooms, cloister students such as Holly away from the rest of the students. The Office of Public Instruction has reported 15,052 students in special education classes throughout the state. In the six counties served by local citizen advocacy programs, 7,792 students attend special education classes, over 51 percent of the state total.

When students with disabilities are excluded, they tend to become stigmatized. The separation reinforces society's traditional negative stereotypes about the capabilities of people with disabilities. Unless non-disabled students experience disabilities in a family member or friend, they often don't know what developmental disabilities are nor how they affect the student who is wheelchair bound or the student with cognitive impairments.

To help promote one-on-one relationships between students with developmental disabilities and non-disabled peers to promote social integration and acceptance, the Montana Citizen Advocacy Coalition, with its six local citizen advocacy programs, has initiated a two-year Youth Peer Advocacy Demonstration Project. This project is supported by an $86,905 grant from the Montana Developmental Disabilities Planning and Advisory Council.

"Promoting one-on-one relationships between students with and without disabilities seems akin to our belief in the benefits of early intervention and family training," says Dr. Mike Jakupcak, Deputy Director of the Montana University Affiliated Rural Institute on Disabilities. "If we begin to assume integration is a given in our schools and work toward actualizing this assumption as soon as children enter school, we can prevent discrimination against children with disabilities in later school years,"

A two-year pilot program at Edgerton Grade School in Kalispell was based on this principle. Last year, eight students, grades three through six, were matched with students with developmental disabilities in the "BUDDY" program coordinated through the Special Friends Advocacy Program. Rebecca M. writes about the impact of that experience:

"My 10-year-old daughter had the privilege of being a BUDDY last year at Edgerton," she says. "The BUDDY program made a lasting difference in [my daughter], and now she is confident, capable, and comfortable in sharing what she learned with classmates."

The surest way for non-disabled people to accept and understand people with developmental disabilities is to have successful experiences interacting with them as children. An understanding relationship between students with and without disabilities is likely to expand to other relationships, thereby increasing the sense of community in our schools.

The goal of the peer advocacy project is to recruit, train, and support youth peer advocates matched in one-on-one relationships with students with developmental disabilities in order to promote integration of children with disabilities.

Enlisting the support of school administrators, teachers, and parents in this effort, the local citizen advocacy programs will match students and structure disability awareness activities for all students in selected schools beginning in September. This project will address the problem of isolation of children with disabilities in school districts of Cascade, Flathead, Gallatin, Lewis and Clark, Missoula, and Yellowstone counties.

For more information, contact the local citizen advocacy programs in these counties or Joseph Wood, Project Coordinator, Missoula Area Partners for the Disabled in Missoula (549-5061). ■

—Joseph Wood, Missoula Area Partners for the Disabled

Caring Program provides health care for uninsured children

Thousands of Montana's children face a health care crisis. They live in families that, due to unemployment or low income, have limited or no private health insurance and are ineligible for medical assistance. Consequently, these children are stranded in the "gray zone" of the health care system and are often denied the health supervision and care they need and deserve.

Blue Cross and Blue Shield of Montana, recognizing the potentially serious effect of lack of proper medical care, have created the Caring Program for Children. Organized in 1992 as part of the Governor's Health Care for Montanans program, it is modeled after similar programs in some 20 other states.

The Caring Program provides primary health care benefits, at no cost, to children of eligible low-income families. The program's benefits include physician office visits for check-ups and symptomatic illness, immunizations, inoculations, diagnostic tests, emergency room care, outpatient surgery, and other pediatric preventive care measures.

To qualify for enrollment in the program, a child must:

- be a resident of Montana;
- be the unmarried child, stepchild, or ward of a legal guardian whose family income does not exceed 150 percent of poverty income;
- not have health insurance available;
- be enrolled full time in school if of school age; and
- be under the age of 19.

A non-profit organization, The Caring Foundation of Montana, Inc., is responsible for operation of the Caring Program. Administrative services, including the processing of claims, will be provided by Blue Cross and Blue Shield of Montana at no cost to the foundation. Care for enrolled children is paid for by donations and is provided at no cost to their families. There are no deductibles or co-payments for covered services. Ongoing contributions for the cost of sponsorship for children are being solicited from charitable foundations, businesses, churches, civic groups, and individuals. Many Montana physicians and hospitals are contributing by agreeing to serve Caring Program children at reduced fees.

Parents who believe their children are eligible for the Caring Program need only fill out a simple application form. (All children within each family must be enrolled in the Caring Program.) If the children qualify, they will be entered into the program on a first-come, first-served basis. A waiting list will be maintained when available funds have been used. To maintain the dignity of the family, children will be issued regular Blue Cross Blue Shield identification cards.

The monies, administrative procedures, and participating service providers are expected to be in place so that the Caring Program can be in full swing by late fall of this year. For further information, contact the Caring Program for Children, P.O. Box 872, Helena, MT 59624-0872. ■

—Gloria J. Hermanson, Blue Cross and Blue Shield of Montana

Getting the most from your library media center

Part III: The new nature of library and information skills instruction

At the theoretical heart of the educational process lies the curriculum. It is the curriculum, as defined by the subject area, that transposes the conceptual goals of education into real learning experiences by illustrating specific interactions between students and teachers.

If curriculum is to succeed in a world overwhelmed with information, it is critical that students and teachers have access to a wide range of up-to-date resources. Using textbooks as a sole source of information is no longer enough. Teachers and students need to look beyond textbooks by incorporating outside resources and information into the learning process. This approach to instruction and resources will transform the library media center and its program into the definitive classroom.

Using a broad-based, information-oriented approach to education places students in a position where they can not only meet content area goals but also learn library and information skills. Since this approach allows students to learn skills associated with acquiring and using information within the framework of the curriculum, rather than in isolation, the information-gathering process becomes a meaningful experience for students.

In terms of practical application, the fulfillment of a school's educational goals is the curriculum as it is implemented in the classroom. Therefore, the library media program's dual curriculum-related mission (providing curriculum support services and library/information skills instruction) must be integrally involved with classroom content.

But what is library and information skills instruction? Today, it is no longer enough to teach children how to use the card catalog or to find a book on the shelf. With the coming of the Information Age and the resulting overload of facts and data, we now need to teach students to be information managers and handlers. Now, more than ever, students must learn to be critical readers and viewers.

Today's library and information skills curriculum provides the tools that all learners need in order to find the answers to information problems. As such, it is best taught in conjunction with the subject areas. The problems learners need to solve (for example, why did George Washington have wooden teeth?) will originate in the subject areas. The search for the answer will take them to the library media center.

Basically, what is being taught with library and information skills instruction is a process students will learn and be able to transfer to any informational problem

whether it be in science, physical education, or "real life."

For this process to work, teachers, school library media specialists, and school administrators need to work together on curriculum units and lessons. They need to develop cooperative planning time. Because these curriculum units go beyond the classroom and the textbook, adequate library media resources are necessary.

For more information on library and information skills curriculum, see the related article on this page ("New library and information skills model curriculum developed").

Next issue, look for an article on censorship and academic freedom. ■

—Lorrie Monprode-Holt
OPI Library Media Specialist

New library and information skills model curriculum developed

In early June of 1992, an eight-member committee met in Helena to write the Library and Information Skills Curriculum. Committee members were selected from all regions of the state and were chosen for their varying experience and expertise.

The committee members included Dale Alger, Roundup; Kathy Branaugh, Gardiner; Vicki Gale, Lodge Grass; Julanne Gauge,: Clancy; Brandy Howe, Hinsdale; Libby Kuntz, Harlem; Dorothy Laird, Flathead; John Meckler, Plains; Bunny Morrison, Billings; Shelley Pelc, Helena; and Mike Schulz, Dillon.

The purpose of the Library and Information Skills Curriculum is to encourage students to access and use information. This curriculum model also recognizes the importance of literacy and technology. It provides guidelines for a collaboratively planned, integrated program that will support and enrich all areas of the school curriculum.

The curriculum model supports collaborative planning between teachers, library media specialists, and students, recognizing that such planning is most effective when districts and schools promote flexible scheduling and cooperative planning time. The model also recognizes the importance of a district- and school-wide research plan with the theory that such a plan will enhance students' information-seeking skills and help students become lifelong learners.

A major part of this curriculum is an information problem-solving process. This process begins in the classroom/content area and is then integrated with library and information skills instruction. As shown by process models included in the new curriculum, lessons (problems) start in the classroom and then travel to the library media center, returning to the classroom for finalization.

The new curriculum provides models for collaborative planning, a research planning guide, a literacy component, a technology statement, and an assessment strategy along with the information skills, process models, and sample lessons.

The curriculum will be ready for distribution in early winter of this year. Workshops and seminars are planned to introduce the curriculum and aid in its implementation.

If you have questions, please contact Lorrie Monprode-Holt, Library Media Specialist, Office of Public Instruction (444-2979). ■

—Lorrie Monprode-Holt
OPI Library Media Specialist

Distance learning: from the Lone Star to the Big Sky

Children of migrant farm workers face unique challenges when it comes to getting an education. Because they travel with their parents from state to state, they suffer constant interruptions in their schooling.

Glendive students show off their TI-IN T-shirts along with instructor Donna Nesset.

This summer, a pilot distance learning project was developed to address that problem. The project served almost 200 migrant children from Texas who traveled to Montana for the summer, linking them via satellite with their teachers in Texas. According to Angela Branz-Spall, ESEA Chapter 1 Migrant Director at the Montana Office of Public Instruction, the pilot project was highly successful. "This is a big story in migrant education nationally," said Branz-Spall. "It will change the way migrant education works."

Funded by the Texas Education Agency and federal funds as part of the Texas Inter-State Migrant Program, the pilot project connected teachers at a studio in San Antonio with migrant students in Glendive, Sidney, Hardin, Fromberg, Billings, and Hysham through live television broadcast by satellite on the TI-IN Network. The six Montana sites received telecasts simultaneously. Students communicated by telephone with the Texas teachers while watching them on TV.

Children involved in the pilot project attend school in Texas most of the school year, but they rarely complete the entire term. Because of the yearly interruption in their education, these migrant students have had a low rate of passing the Texas Assessment of Academic Skills, which they must pass in order to receive a Texas high school diploma.

The Texas-Montana transmissions provided two hours of instruction four days a week for four weeks, with a focus on preparing students for the TAAS. A morning broadcast targeted elementary students while evening programs catered to high school students, most of whom spent their days in the sugar beet fields.

Montana was selected to participate in the pilot program not just because it receives primarily Texas-based migrant children but because of its successful migrant summer school programs. Also, several of the Montana project sites already had satellite dishes in place.

Sheila Nicholls, TI-IN director of telecommunications from San Antonio, told the Glendive *Ranger Review* that the Montana teaching partners involved in the pilot project were crucial to the project's success. These Montana teaching partners received information about lessons prior to each telecast, followed the course of study, and helped students during the telecasts.

Nationally, migrant educators have hailed the Texas-Montana pilot project as the beginning of a new era for migrant education and are calling for a national system of televised instruction. ■

Montana students can now tune in to news programs from around the world

News programs in native languages from countries around the world are now available via satellite to Montana K-12 schools and units of the Montana university system.

A statewide affiliation with Satellite Communications for Learning (SCOLA), a non-profit service, has been signed on behalf of all METNET and Star School sites for the 1992-93 school year. Any school with a satellite receiver can record SCOLA programs from Spacenet 1, Channel 24.

SCOLA programs are used to supplement classes in second languages, geography, library media, world history, current events, political science, economics, and environmental science. SCOLA provides an excellent resource for comparative studies of world events by allowing students to witness the news from Mexico, Germany, Armenia, Brazil, Kenya, and everywhere in between.

For more information and a SCOLA schedule, contact Ron Lukenbill, Director of Distance Education, Office of Public Instruction (444-2080). ■

Board of Public Education defines basic quality education

(Continued from page 1)

3. The constitutional provision for local control is a central consideration of the definition and is addressed in the last sentence: "preserve the constitutional rights of the Legislature, the Board of Public Education, local school boards, and the citizens of the state."

4. The definition includes all of the things currently required by the existing Accreditation Standards and such other future amendments as promulgated by the Board of Public Education.

5. The educational guarantee of Article X Section 1 of the Constitution of the State of Montana are primary expectations of the definition.

Many questions about the definition remain to be answered. If extracurricular activities are not included in the accreditation standards, are they part of the definition? What does "framework" include? What does it exclude? Since the Board of Public Education has decided schools can defer implementing the standards, does that mean the definition, or parts thereof, can be deferred as well? Once the final definition is adopted, will a dollar figure be attached to it? If so, by whom? When?

"No one likes this definition," said Eric Feaver, President of the Montana Education Association, of the draft definition. "[The board] said a basic system is a framework. They might as well have said a framework is a basic system. This is nothing more than an attempt to give the state another pad of legal briefs to file" as a buffer against litigation, Feaver said.

"And another reason to cut funding," added Phil Campbell, head of government relations for MEA.

Bob Anderson, Executive Director of the Montana School Boards Association, expressed concern that the definition could interfere with local efforts to define quality education. Anderson noted that the board's draft was based on a definition offered in testimony by Alan Nicholson of Helena, a former Board of Public Education member. However, the board's draft omitted a line from Nicholson's definition that said the definition must be "consistent with local educational goals and requirements." Without that language, Anderson said, only minimal educational standards will constitute a free, quality education system. The definition will limit the current educational programs defined by each local school board.

Superintendent of Public Instruction Nancy Keenan commented that the draft definition is "heavy on the 'basic,' light on the 'quality.' The state's accreditation standards are excellent," Keenan said, "but basic quality is more than the accreditation standards."

The state Supreme Court has ruled that the accreditation standards are minimal standards which do not constitute a quality educational program, Keenan told the *Billings Gazette*. "So there's a conflict here."

Keenan added, "Once you've defined the minimum, the only way to avoid disparities between districts is to put a lid on what local communities can spend over and above what the state provides

(Continued on page 8)

Telecommunications workshop offered

Cascade Public Schools will offer a workshop on its exciting new telecommunications program during the Montana Education Association's conference on October 15, 1992. Buses will take participants from Helena to Cascade for a first-hand look at how three schools in Cascade have interfaced television, telephone, and computer with one another.

The workshop is called "Classrooms of Tomorrow." John Kuglin, a Missoula teacher, will present the workshop along with several Cascade teachers.

Buses will leave Helena at 10:00 a.m. and return to Helena at 2:00 p.m. A sack lunch will be provided for the return trip to Helena.

To register, call Cascade Public Schools (468-2267).

Project Zeus: Rapelje boldly goes where no school has gone before

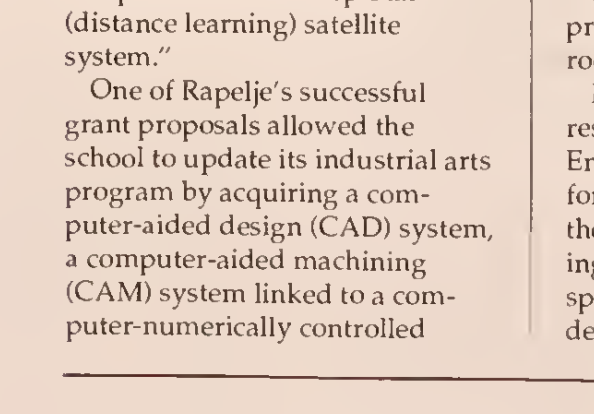
Award-winning, cross-curricular project immerses an entire school in rocketry and space travel

You don't have to be a rocket scientist to attend Rapelje School. However, if you *want* to be a rocket scientist, Rapelje could be a perfect place to launch your career.

At Rapelje, a small, rural Montana school with a big spirit, the staff is determined to give students a solid grounding in technology to prepare them for the space-age technological work force. Thanks to vision and successful grant writing, Rapelje has acquired the necessary technological tools to do the job. And thanks to creative collaboration on the part of the staff, Rapelje students are using those tools to soar.

Technology education at this K-12 school of some 70 students starts in kindergarten, when students first begin learning to navigate around the computer keyboard. And last year, technology education reached its apogee with an award-winning, schoolwide, cross-curricular rocketry program called Project Zeus, in which Rapelje students navigated the heavens.

Project Zeus has not only helped prepare students for the space-age work force, it has also taught them about teamwork, problem-solving, creativity, and how to dream big.



Mission control: Rocketry students begin the complex process of preparing for a computerized rocket launch.

Creativity and elbow grease

According to Rapelje teacher Mary Jane Schneidt, the school's foray into technology began when former Superintendent Daryl Bertelsen initiated keyboarding instruction in every classroom a few years ago. After that, Schneidt says, "the process of grant writing began in order to acquire more computers and the Step-Star (distance learning) satellite system."

One of Rapelje's successful grant proposals allowed the school to update its industrial arts program by acquiring a computer-aided design (CAD) system, a computer-aided machining (CAM) system linked to a computer-numerically controlled (CNC) milling machine, a robotic arm, a high-tech lego set, and IBM computers to run all of it.

Last year, Rapelje's industrial arts teacher, Wayne "Cork" Erfle, and his technology design students decided to put this new equipment to the test by computerizing the process of launching model rockets. Erfle developed a course that eventually immersed the entire school in rocketry and space travel. That's when technology education at Rapelje really took off.

"Robie" the robot removes a rocket from the lego tram to place it on the launching pad.

Using their new equipment along with their own creativity and elbow grease, Erfle's six technology students designed and built a launch pad, constructed model rockets from kits, and built a tram out of Dacta legos to transport the rockets down a six-foot-long tramway to the launch site.

The students developed a program to operate the tram by computer. They also programmed a small robot named "Robie" to remove the rocket from the tram and place it on the launch pad. This exhaustive process required moving Robie into some 30 separate positions, programming each position so that Robie would pick up the rocket and place it in the correct position in one smooth, continuous motion at the touch of a button.

Erfle's students also built and programmed a computer-driven rocket-firing mechanism.

Meanwhile, history students researched the history of rockets. English students selected a name for the project in conjunction with their study of mythology, choosing "Project Zeus" to embody the spirit of the project. Art students developed logos for Project Zeus, learning about commercial art in the process.

Once launches began, trigonometry students calculated the angle of elevation of each rocket before blast-off, determined the approximate altitude reached by each rocket, and discussed factors that can affect these measurements. Physics students used physics formulas to calculate such things as distance traveled to apogee and average velocity.

With the data, business students set up a data base of information for each launch. They built a spreadsheet to analyze data and costs associated with factors such as wind speed.

First through sixth graders participated in creative hands-on activities geared toward teaching them about space and space travel.

Under the watchful eye of a young Rapelje rocket scientist, a rocket begins its computer-driven trek to the launch site.

"We understand why NASA has problems."

When it came time for the first launch last spring, the excitement in Rapelje rivaled the mood at a NASA launch. The whole community showed up to witness the event. To the cheers of students, faculty, and community members alike, the launch went off without a hitch, although a school bus had to be parked alongside the launch pad to block the gale-force winds that swept across the prairie that day. "We've had our problems," Erfle says. "We really understand why NASA has problems."

Nevertheless, helping students learn to solve problems is what Project Zeus is all about. In addition, the project has provided a vehicle for students to apply their learning. As Rapelje's business teacher says, "Now there's a reason why [students] learn such things as the point of apogee in math. Kids see the practical application of spreadsheets and data bases."

"When you put something like rockets into the curriculum, kids think it's a game," adds Erfle, "even though they're doing essentially the same thing as scientists do at NASA."

Schneidt says Project Zeus has been "as good as sports" for bringing school and community together and building a sense of pride. Even better, she says, "because there are no losers."

Teacher of the year

Erfle emphasizes that Project Zeus has not been a one-person show. Nevertheless, his role in creating Project Zeus earned him the title of Pacific Northwest Regional Technology Teacher of the Year last May in a contest sponsored by IBM and *Technology & Learning* magazine. As one of 16 regional finalists, Erfle is now in the running for national Technology Teacher of the Year. The national winner will be announced this fall.

Future possibilities for Rapelje's electronic design and machining equipment include cross-curricular projects such as animation in science, demonstrating principles of physics, and a project with gliders. The school might even start a business, selling products made with the equipment.

Erfle envisions that his graduating students will be able to directly enter the work force or advanced college engineering classes. He is investigating the possibility of offering technology classes at Rapelje for college credit.

For a school with Rapelje's imagination, not even the sky is the limit. "Don't tell us we can't do something," Erfle jokes. "We're too dumb to know any better." ■

—Sanna Porte Kiesling
Montana Schools Editor

Extend a hand this fall

by Michelle R. Tanberg, Department of English, Havre High School

As a veteran of over six years teaching in Montana high school English classrooms and libraries, Michelle Tanberg has been "new" to a district three times. "Each time felt like that traumatic first year of teaching again," she says. To alleviate the trauma new teachers feel, Tanberg recommends teacher mentors.

New teachers need to know to whom they can go when they need confidential questions answered. The resource person who can answer such questions may be assigned or recommended by an administrator. Or this person may walk up on the first day, shake hands, and introduce himself or herself to the new teacher.

Some new teachers are assertive from the beginning, but for the shy or shocked new teacher, it is necessary that a veteran step in. The department head may not be the best person for this job because he or she has obligations for yearly evaluations that may interfere with the mentor relationship. The mentor for a new teacher must be someone who is willing to extend a hand in friendship. In many districts, mentors are paid to extend a hand; in other districts, it is policy to provide mentors; and in too many districts, it doesn't happen at all. Successful mentor programs require support at the district level in order to reduce stress for new teachers and provide guidance for mentors.

Mentor teachers will not have answers for every question asked by new teachers. Both the mentor and the new teacher must realize this. The mentor is most likely to know the source of the answer and direct the new teacher to that source. For example, some questions should be directed to administrators, janitors, or parents. Also, the mentor will know when best to say, "You must answer that question for yourself," or, "Ask someone else that question; I don't have time right now to explain fully."

The mentor will act as guide but not as servant or valet. Mentor teachers must have time for themselves. With that understanding, the mentor must be assertive enough to delegate teacher-to-teacher time to a convenient part of the weekly schedule. Administrative guidance at the building or district level may provide this direction or recommend the number of meetings. Guidance may also mandate or recommend topics to address during these meetings. School handbook review, school property policy, public relations, and health insurance are possible topics for discussion. Review of these topics in building-level meetings usually does not provide the essential hands-on information that can be relayed by a fellow teacher working in the system.

A new teacher's questions about required class records, for example, will be frequent. The new teacher needs to see examples and discuss procedures more than just once quickly on the first day. Often, a mentor can quickly determine the real needs of a still-confused new teacher and offer guidance based on personal experience.

School districts that undergo strict public scrutiny in the form of attempted censorship or general bad feeling must prepare new teachers to deal with the scrutiny. Mentors can provide this training over coffee in the evening or in the workshop format during release time. Either way, the training is necessary; it relieves stress on the new teacher and allows the district to maintain a good public relations force.

The guidance for which the mentor is responsible need not develop into a dependent relationship. To avoid this situation, the mentor needs some direction. If a dependent relationship between mentor and new teacher does develop, the mentor may have to turn to administrative guidance at the building or district level to seek a change in assignment. If the mentor has been a volunteer, a replacement may have to be called in. A bad or deteriorating situation must not be allowed to wreck a good mentor program.

Mentor programs extend the hand of kindness each new teacher needs. As veteran teachers, we have an obligation to our students to ensure the best possible education by the best possible educators. As professionals, we have a great opportunity to encourage or discourage new teachers in the profession. We owe it to the students and to ourselves to encourage the highest level of professionalism and enthusiasm in all new teachers. One way to encourage new teachers is through a teacher-to-teacher mentor program. ■

"Field Notes" is a forum for Montana educators, students, parents, and others involved in education. Views presented in Field Notes do not necessarily represent views of the Office of Public Instruction.

Definition of basic quality education

(Continued from page 6)

for education. Local communities would be extremely unhappy if they didn't have the option of offering their kids more than the basics."

Loran Frazier, Interim Director of School Administrators of Montana, agreed. "Accreditation standards are the minimum," he said. "One of our fears is that minimums become maximums."

Wayne Buchanan, Executive Secretary to the Board of Public Education, told the *Gazette* he had expected the draft definition to draw criticism but said none of the board members want to limit education in any way.

Anderson said the draft definition could return Montana to the same school funding system that was thrown out by the Montana Supreme Court in 1989. He said some members of the Board of Public Education "believe that if the state funds a very basic system of education, then local school districts can go beyond that funding and provide additional money and programs to their own students. Unfortunately, this allows some districts to do much more for their students than other districts are able or willing to do." Anderson said he doubted this would pass Supreme Court muster.

Putting a price tag on education

"Amidst all the rhetoric," Superintendent Keenan told the board at its Helena hearing in August, "the goal (of the definition process) really has been to limit spending. This is not an attempt to define a basic system of quality education; this is an attempt to define basic costs."

It's ironic, Keenan added, that Montana is attempting to establish cost-based education at a time when the nation's governors have adopted six national goals for education that are outcome based, not based on cost-containment or definitions.

Is it possible to attach a dollar figure to the board's draft definition? That, too, is uncertain. The definition is based on the state's accreditation standards. Past attempts to cost out the standards have failed because the standards have shifted from a quantitative to a more qualitative and process-oriented mode, according to Copps.

"Putting a dollar figure on education is harder to do now than ever," Copps explained, "because today we tend to define quality education in terms of learner outcomes, which are oriented to learner goals. The more we move in that direction, the more elusive a dollar figure becomes."

What's next?

The Board of Public Education has held a public hearing on the draft definition and plans to hold a televised town meeting on public television (KUSM Bozeman). The television program will include telephone numbers that people can use to call in questions or comments. For more information, contact the board at 444-6576. ■

TIMELINE: SPAIN, COLUMBUS, & AMERICAN INDIANS

Continued from the special Columbus edition of *Montana Schools*, September 1992. Timeline compiled by Bill Bigelow (*Rethinking Columbus*).

October/November/December 1492: Columbus's every move is determined by where he believes he can find gold. On December 23, he writes in his journal: "Our Lord in His Goodness guide me that I may find this gold, I mean their mine, for I have many here who say they know it." Still, by mid-December, he has found very little gold.

December 25, 1492: Columbus's ship, the Santa Maria, hits rocks off Española. He is forced to abandon it. The Taino cacique (leader), Guacanagari, weeps when he hears of the shipwreck. Tainos help unload the ship "without the loss of a shoe string. They are," Columbus writes, "a people so full of love and without greed . . . I believe there is no better race or better land in the world."

January 2, 1493: Columbus prepares to leave Bohio. He leaves behind 39 men and orders them "to discover the mine of gold."

Mid-April 1493: Columbus is welcomed by Ferdinand and Isabella. They begin planning his second voyage. Of the six Tainos Columbus brought to Spain, one would stay and die in two years. The others would leave with Columbus for Española; three would die enroute

Dispatches

"Dispatches" are updates from Office of Public Instruction staff. Staff can be reached at the numbers listed or by writing them at the Office of Public Instruction, State Capitol, Helena, MT 59620.

SPECIAL EDUCATION
Sue Paulson, Specialist
444-5664

Spanish translation of "Parental Rights" available
Thanks to the efforts of Dr. Tomas Graman, Languages Department, Carroll College, the Office of Public Instruction Special Education Division is now able to provide you with a Spanish translation of the "Parental Rights" brochure. We hope you will find this useful. Copies of the brochure have been sent to responsible school officials, special education directors, and county superintendents. If you need extra copies, contact Linda Beadle at 444-5661.

TRAFFIC EDUCATION
Curt Hahn, Specialist
444-4432

Simulator cars available
We still have a few single-unit simulator cars available free to schools for use in traffic education programs. They are located in Lewistown. Recipients are responsible for transporting them. They are in excellent condition, complete with seat, steering wheel, instrumentation, and all related controls. You would find them very useful in teaching basic driving procedures and drilling hand-over-hand steering. If interested call, please me.

Traffic education reimbursement
By the time you read this, we will have distributed traffic education reimbursement to schools that have completed driver education students between July 1, 1991 and June 30, 1992. The reimbursement for this period is $140 per student; this is the same amount we paid in the previous distribution period. However, the legislature, during its July special session, transferred $300,000 from the traffic education account to the general fund. This money represented $30 per student that should have been distributed to schools for their driver education programs. The monies the state distributes for driver education is "earmarked" or "set aside" money from driver license fees and traffic law violations. This money is set aside to be directly reinvested in our young drivers and is not to be diverted for other uses. If you are concerned about this diversion and the potential diversion of additional money in the future, you may wish to contact your legislator and explain the impact this action has on your local program.

1993 Traffic Education Conference
The 1993 OPI/Montana Traffic Educators Association (MTEA) state conference/workshop will be held April 25-27, 1993, at Fairmont Hot Springs outside of Butte. Northern Montana College will be offering one semester credit. OPI will be offering 15 renewal units. The conference begins at 11 a.m. Sunday and concludes at 1 p.m. Tuesday. Make your plans and get your travel requests to your school administrators right away. Registration information will be mailed in March 1993.

Traffic Educator of the Year
AAA Montana, OPI, and MTEA invite you to nominate a local teacher for the 1993 Traffic Educator of the Year Award. Application forms are available from me. The 1992 Traffic Educator of the Year was Dave McConnell, Lewistown.

Advanced driver workshops
The Montana Office of Public Instruction will again be hosting half-day refresher driver workshops for those that have already taken the regular one-day course. The regular and refresher sessions will be held in June, July, and August. These workshops are appropriate for any licensed driver. They focus on evasive steering, controlled/threshold braking techniques, skid control, off-road recovery, and cornering. I encourage you to tell your driver education students and community about this training. For additional information or to reserve a workshop date, call 444-4432. Renewal units are available.

Support for driver education
In a recent questionnaire, readers of *Traffic Safety*, a National Safety Council publication, overwhelmingly supported high school driver education. Of the 448 readers who responded, 433 supported traffic education.

"An epidemic we can control"
Childhood injuries, the leading cause of death among Americans aged one to 19, constitute "an epidemic we can control." That's the finding of two new books that document the nature and extent of childhood injuries and prescribe preventive measures.

Saving Children: A Guide to Injury Prevention provides a systematic analysis of this public health issue. The authors divide a child's world into three environments: roadway, home, and school or recreation. Then they examine specific injuries that occur in each location, along with prevention strategies that can reduce the risks.

A Data Book of Child and Adolescent Injury, produced by the Children's Safety Network under the auspices of the U.S. Public Health Service, provides current statistics on childhood deaths and injuries. The book covers both unintentional injuries and those caused by violence. Motor vehicle-related incidents, which claim the lives of "more than 28 children and adolescents every day, equal to almost three school buses full of children every week," account for many of the injuries.

For further information on how to obtain these publications, contact me. I hope you all had a relaxing summer, and I look forward to visiting with you throughout the school year.

FOREIGN LANGUAGE
Duane Jackson, Specialist
444-3129

Blue Ribbon Schools
Outstanding secondary schools are encouraged to apply for national recognition under the Blue Ribbon Schools competition. Interested schools must complete an application/nomination form to document excellence. Three Montana schools can be chosen to represent Montana on the national level. Representatives of the top schools participate in ceremonies in Washington, D. C.

For applications or information, please contact me.

Australian exchange
Montana educators may be interested in the ongoing educational exchange with Victoria, Australia. 1993 marks the eighteenth year of this exchange. Matched educators retain their salaries while trading positions and residences for one Australian school year, January through December.

Applications for the 1994 school year will be accepted through February 1, 1993. For further information, please contact me.

HOME ECONOMICS
Laurie Potterf
444-2059

Students succeed at national meeting
Thirty-three Future Homemakers of America members earned 20 THREE-STAR ratings (90-100%) and 13 TWO-STAR ratings (70-89%) in skills events at the National Leadership Meeting in Chicago, held July 5-9. The students participated in 16 individual or team events in either the junior or senior category, depending on their grade in school.

The following students represented their schools and communities:

Deborah Ogle—CMR, Great Falls: Food Service, SILVER

Heidi Fuchs, Angie Griebel, Krisin Hagadone, Kara O'Connor, Lisa Rieger, Marcie Sieler—Plevna: Parliamentary Procedure, Junior, SILVER

Melody Fried, David Maier, Bill Miller, Michelle Sieler, Sam Thielen, Eric Heimbuch, Bradn Buerkle—Plevna: Parliamentary Procedure, Senior, GOLD

Tom Gustin—Shepherd: Job Interview, Junior, SILVER

Esther Leman—Hardin: Job Interview, Senior, SILVER

Traci Ames—Park City: Illustrated Talk, Senior, GOLD

Anne Rhodes—Rudyard: Illustrated Talk, Junior, GOLD

Jennifer Clifford, Brandy Widhalm—Valier: Volunteer Action, Senior, SILVER

Krista Kochivar—Stanford: Spread the Word, Senior, SILVER

Maria Oswald, Matthew Schultz—Hardin: All-Star Chapter, Display, Junior, GOLD

Darcy Ostrander—Belgrade: All-Star Chapter, Display, Senior, SILVER

Jennifer Phipps, Kari Laubach—Reed Point: All-Star Project, Display, Junior, GOLD

Rhonda Vascka, Stephanie Fossom—Opheim: All-Star Project, Manual, Senior, GOLD

Monica Allerdings—Hardin: All-Star Project, Display, Senior, GOLD

Karen Leman, Jill Stevenson—Hardin: All-Star Chapter, Manual, Senior, GOLD

Missy Schell, Candice Allerdings—Plevna: Little

(Continued on page 10)

Approx. September/October 1493: The Spaniards left behind at La Navidad brutally mistreat the Tainos. They steal, take slaves, and rape women. In response, the Taino cacique, Caonabo, kills all the Spaniards on the island.

Sept. 25, 1493: Columbus's second voyage begins. His fleet includes 17 ships and between 1,200 and 1,500 men. Pressure is intense for Columbus to make good on his promises. At least some of the money to finance the voyage comes from wealth taken from Spanish Jews.

Bibliography available

The Office of Public Instruction has prepared an annotated bibliography of resource materials on the Columbian encounter and the quincentenary. To request a copy, contact Cheri Bergeron, OPI, State Capitol, Helena, MT 59620 (444-2082).

(Continued from page 9)
Friends, GOLD

Stephanie Armstrong, a Custer County High School senior, was elected to the 14-member team of national officers from the Pacific region. She will begin her year of office on August 1, when she reports to the national headquarters in Reston, Virginia, for a week of intensive training and planning with the new executive council.

Of the 70 delegates who attended the National Meeting, 20 were chapter advisers and chapter parents. These adults had the opportunity to share ideas with other states, view projects, and participate in workshops promoting the national programs: Financial Fitness, Student Body, Power of One, Japanese Exchange, and STAR Events.

Keeping updated

Food and nutrition science focused the attention of 21 Montana home economics teachers when the Western Dairy Council presented a hands-on workshop June 15-17, 1992, at Montana State University. Advisers conducted experiments and benefited from resource persons to further reinforce the science concepts found in the study of foods and how they are used in the body.

Home economics teachers and chapter advisers of Future Homemakers of America learned how to more effectively integrate the vocational student organization (FHA/HERO) into their classrooms from successful practitioner Teresa Stone of Tacoma, Washington. Advisers make the difference in integrating the leadership, community service, and skill attainment elements of FHA/HERO into the classroom. By teaching the processes of learning and then the content, students have the opportunity to use a methodical approach to decision making in these three major areas of preparing effective family leaders.

LANGUAGE ARTS
Jan Hahn, Specialist
444-3714

Opportunities for professional development

MATELA will hold its annual conference for English language arts teachers in conjunction with the Montana Education Association, October 15 and 16, 1992, at the Helena Middle School. This year, a Thursday evening banquet at the Park Plaza will feature keynote speaker Janie Hydrick, vice president of the National Council of Teachers of English (NCTE) and a fourth- and fifth-grade teacher from Mesa, Arizona.

Hydrick will preside as president of NCTE from November 1994 to 1995. She will be the first elementary classroom teacher to serve as NCTE president since NCTE's founding in 1911. Her writings and committee memberships have focused on technology, whole language, teacher competency, composition, and interdisciplinary instruction. The Friday afternoon forum, "What is English," will begin with five panelists and then open discussion to include the audience.

The NCTE will hold its 82nd annual convention November 18-23, 1992, in Louisville, Kentucky. Language arts specialists from Montana, Colorado, Oregon, North Carolina, Vermont, and Arizona will present a sectional on the roles of state agencies in designing standards, curriculum, and assessments.

The 1993 NCTE Northwest Regional Conference will be held in Boise, Idaho, April 8-10, 1993. Featured speakers will be Donald Graves, Jonathan Kozol, and Janie Hydrick.

Assessment help

Montana's School Accreditation Standard 10.55.603 requires that after developing curriculum, schools must plan an assessment process for each subject area, both to assess student progress and to evaluate programs.

The "Communication Arts Curriculum Model," copies of which are still available from this office, was designed to assist schools in developing curriculum.

Last spring, Office of Public Instruction staff offered assessment workshops at a variety of conferences. I will be presenting sessions about assessment and significant writing programs at the Montana Education Association conference this fall. In addition, we are currently developing guides to provide help in planning assessment processes. "Program Assessment: A Six-step Process to Curriculum Improvement" has been printed and is now available from me upon request. This 18-page booklet applies to any subject area or grade level.

To complete the Communication Arts Curriculum Model, two appendices are now ready for publication—Appendix I: Program Assessment and Appendix II: Student Assessment. Until funding is available to print these documents, draft copies may be ordered.

Members of the 1990 Communication Arts Curriculum Team participated through the mail to create these appendices. To quote the student assessment appendix:

"As curriculum evolves from knowledge-centered, skills-based, compartmentalized instruction to more holistic, integrated approaches, assessment must also change. The very standards of what constitutes an educated child have shifted from a list of discrete skills and facts to the need to think critically, solve problems, work in teams, and communicate effectively. To record the observations and accounts of performances typical to appropriate assessment requires much more than the minuscule squares found in a traditional gradebook. This guide contains some tools that can be used as models for recording the results of alternative forms of assessment."

Another assessment guide, tentatively entitled "Student Assessment: Enhancing Student Success," will have sections on assessment targets, paper and pencil tests, performance assessments (including writing assessment), portfolio assessment, personal communication as assessment, grading, and reporting progress without grades. In that guide, appropriate assessment is defined as follows:

"Assessment is appropriate and equitable when it is an accurate measure of the curriculum delivered to students; when it finds the strengths in skills, content, thinking, and attitudes characteristic to the entire range of learning styles; when students know the criteria upon which their grades are based; and when results are used to achieve a closer match between learner, curriculum, and assessment. Alternative forms, which often involve more than one teacher's judgement or more measures than a standardized numerical score, may be necessary to achieve appropriate and equitable assessment."

For conference registration materials or more information about conferences and assessment materials, please contact me.

Alaska Writing Program

In May, I had the opportunity to be trained in the Alaska Writing Program (AWP), a computer-prompted writing environment that uses the process approach to writing as its overriding philosophy. Thanks to Writing Center Director Gary Burt and Language Arts Department Chair Sue Brown, Flathead High School hosted the three-day training in its Writing Center.

The Alaska Writing Program was developed as part of Project APEL, a Title VII Academic Excellence project. Since it is funded by a bilingual education dissemination grant, the only cost to participating districts was the expense of sending teams of three teachers and one administrator to the inservice. Initially developed for bilingual American Indian students, AWP will improve the writing skills of any student, particularly academically disadvantaged bilingual, Chapter 1, and migrant students.

The AWP combines new technology, principles of effective writing instruction, and linguistic research to help kids develop writing fluency, sentence maturity, diction, stories, reports, newspapers, letters, essays, and research papers.

I was impressed that AWP provides a software that is not skill/drill but that carefully leads students through the steps of the writing process. During our training, we participated in activities that lead to the writing of both social studies and science-based reports, which we then revised, edited, and analyzed using modules called "Revisor," "Sentence Developer," "Proofreader," and "Stylist." We finished by adding clip art and headlines, then publishing.

One of the important features of this program is the "teacher-editor" component, which allows the teacher to rewrite computer prompts to suit local curriculum. The training focused as much on "the writing process" as on the Alaska Writing Program.

We used software for Apple and Macintosh computers. The IBM version is not yet ready. Included in the free training are computer disks, training manuals, video tapes, and a wonderful poster on the writing process.

If you'd like to see the videos (which, like the training, are good overviews of how to teach the writing process), please contact me and I'll loan you a copy. If you'd like to contact the trainers about coming to your district, write or call Niki or Alan McCurry, Project Directors, Alaska Writing Program, P.O. Box 309, Nenana, AK 99760 (1-800-348-1335).

PUPIL TRANSPORTATION/ PASSENGER SAFETY
David Huff, Specialist
444-4396

School Bus Driver Week

October 18-24, 1992, has been declared School Bus Driver Week by Governor Stephens. The same week is also National School Bus Safety Week. The proclamation text, suggested by Karen Braunstadter, a driver with Ryder Transportation in Billings, reads as follows:

"WHEREAS, October 18-24, 1992, has been designated as National School Safety Week; and WHEREAS, school bus drivers perform a job entailing the

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tremendous responsibility of transporting our children, which are the most precious gift we have been granted; and WHEREAS, it is therefore thoroughly fitting and appropriate that we recognize and express our gratitude to these devoted individuals; NOW, THEREFORE, I, STAN STEPHENS, Governor of the State of Montana, do hereby proclaim the week of October 18-24, 1992, as SCHOOL BUS DRIVER WEEK in Montana."

To express our appreciation to drivers and support for children, Nancy Keenan has asked that all Montanans turn on their headlights during this week. Lighting our headlights will communicate our awareness of safety and our appreciation to bus drivers for their efforts. It is appropriate that we express our appreciation and support by an act of safety—turning on our headlights.

Superintendent Keenan has also prepared several public service announcements, which will be aired on television prior to and during this week. The announcements ask everyone to turn on their headlights. The OPI has also prepared a number of press releases and radio spots that can be tailored for use by local communities. Montana School Bus Contractors Association (MSBA) is sponsoring school bus safety radio spots statewide.

We ask that communities join Nancy Keenan and the MSBA in supporting school bus safety. A packet of information and suggested activities for School Bus Safety Week and School Bus Driver Week is being prepared for mailing to each school district. Please watch for the packet and involve students, staff, and public in this activity.

Poster contest
Your students are invited to make a poster for the National School Bus Safety Week Poster Contest. Each year, a theme is selected to promote school bus safety. Students interpret the theme in their entries for the poster contest. This year's theme is "Cross in View—The thing to do." Contestants must illustrate this theme, and the theme must be included on the poster. Completed poster designs must be postmarked before midnight, October 15, 1992. For details, please contact me. Prizes include $100.00, $75.00, and $50.00 savings bonds.

Safety seat update
The National Highway Traffic Safety Administration (NHTSA) has urged all owners of Guardian child safety seats manufactured by Takato-Gerico (Gerry) between January 31 and May 3, 1990, to contact the manufacturer for a free repair kit. The seats failed to meet a standard that requires a force of at least nine pounds to depress a push-button that releases the buckle on the belt assembly. The standard is meant to deter release of the belt by the child. Owners should call Gerry toll-free at 1-800-845-8813. The NHTSA strongly urges parents to continue using the safety seat until repairs can be made.

NATIONAL DIFFUSION NETWORK (NDN)

Patricia B. Johnson, Specialist
444-2736

Educational programs that work!
National Diffusion Network (NDN) research-based, proven, cost-effective and transferrable programs will be presented at Montana conferences this autumn! Presenters from both coasts, the midwest, the southwest, and Montana will share the following NDN programs:

Chapter 1 Conference, Helena, September 30-October 2:
- Books and Beyond
- HOSTS—Math
- Kindergarten Integrated Thematic Experiences (KITE)

Reading Conference, Great Falls, October 15-16:
- Books and Beyond
- First Level Language (Kindersay)

Montana Education Association Conference, Helena, October 15-16:
Science:
- Pablo Python Looks at Animals
- Life Lab Science
- WIZE: Wildlife Inquiry through Zoo Education
- FISHBANKS; Involving Students in Environmental Issues
- RAMPS (Relationships and Mathematics in Physical Science)
- PRISMS/Mechanical Universe

Language Arts:
- Project Success Enrichment
- CRISS: Content Reading Including Study Systems

Social Studies:
- Teaching Geography Project: A Model for Action
- Teaching the Holocaust
- FISHBANKS

Integrated:
- Kindergarten Integrated Thematic Experiences (KITE)

About the programs
Books and Beyond: Motivates students to read more while becoming discriminating TV viewers using parent education and self-monitoring techniques. Grades K-8.

CRISS: Content Reading Including Study Systems: Helps students develop lifetime learning skills using existing curricula; provides instructional reading, writing, and learning strategies for all content areas. Grades 7-12.

First Level Language (KINDERSAY): Facilitates oral language acquisition and an understanding of the basic language concepts and relationships needed to succeed in the more complex tasks of math and reading. Pre-K, K, 1.

FISHBANKS: A computer-assisted simulation designed to improve academic achievement and increase communications skills while conveying the principles of sustainable management of renewable environmental resources. Science and social studies teachers attending will be fully trained to use the program. Grades 9-12.

HOSTS Math—Help One Student to Succeed: A diagnostic, prescriptive, individualized approach designed for at-risk students. Students are accurately placed in a precise sequence of math skills and move from one skill to the next as mastery is demonstrated. Grades 7-9.

HOSTS Reading—Help One Student To Succeed: Diagnoses and prescribes an individual educational program to fit the learning style of each student. Compatible with all major basals, HOSTS uses one-on-one tutorials with community volunteers, cross-age and peer tutors providing personal instruction. Grades 2-6, at-risk.

Involving Students in Environmental Issues: An interdisciplinary, environmental issues and citizenship action curriculum focused on enhancing students' responsible citizenship through the investigation and evaluation of actual community/regional environmental issues. Grades 7 and 8. Adapted for grades 5-16.

Kindergarten Integrated Thematic Experiences (KITE): A success-oriented program that integrates the entire classroom day through developmentally appropriate thematic units emphasizing language, cognitive, physical, and social-emotional development. Used successfully with special education, bilingual, migrant, and ESL primary grade students. Grades K-1.

Life Lab Science: Ensures future success in science by using a garden, either indoor or out, in which students grow vegetables, herbs, and flowers and have responsibility for maintaining their living laboratory. Students observe, collect, and analyze data using the scientific method. Grades 2-6.

Pablo Python Looks at Animals: An introductory life science curriculum from the Bronx Zoo for children of all ability levels. A game preserve or wildlife habitat can replace the zoo as the center for hands-on, multi-disciplinary study. Grades K-3.

PRISMS/Mechanical Universe: A unique blending of two highly acclaimed physics programs that motivate students to a mastery of physics. Intriguing laboratory exercises coupled with videotapes stimulate the student's memory, imagination, and understanding. Grades 11 and 12.

Project Success Enrichment: A comprehensive, interdisciplinary, integrated language arts program. Emphasizes whole language, cooperative learning, and collaboration. Grades 2-8.

RAMPS (Relationships and Mathematics in Physical Science): Enables middle/junior high school students to use and understand mathematics in physical science courses. RAMPS makes the mathematics easy, and the mathematics makes the science understandable. Grades 8 and 9.

Teaching Geography Project: A Model for Action: Provides geography education skills and knowledge to teachers of grades 4-12. Increases teacher competence and confidence in teaching geography. Grades 4-12.

Teaching the Holocaust: A unit about the Nazi Holocaust chronologically organized to fit world history courses. Stimulates active student participation in analysis of historical events and discussion of ethical issues pertaining to those events. Grades 9-12.

Wildlife Inquiry through Zoo Education: A life science program from the Bronx Zoo that improves understanding of concepts related to ecology, wildlife conservation, and species survival. Grades 7-9.

To schedule a training, obtain more information on NDN programs, or to be put on the NDN newsletter mailing list, please call me at the number above.

BICYCLE/PEDESTRIAN SAFETY

Mary Cheryl Larango, Specialist, 444-0516

Regional traffic education trainers
We want children to grow up healthy and injury free. Children aged four through 14 face a greater likelihood of death or disability from traffic-related injuries than from any other disease or cause. Children need more than traffic rules. They must practice to learn traffic skills that will serve them the rest of their lives. They also need to appreciate the benefits of walking or riding a bicycle. When we choose to walk or ride a bicycle, we are making a smart, healthy choice for ourselves and for the environment. Besides, it's fun!

The Regional Traffic Education Trainer Project establishes a quality pre-driver education program that covers occupancy protection (safety belts), and bus, pedestrian, and bicycle safety education. Thirteen Montana teachers have been nominated by school officials and selected as regional trainers.

Trainers for the eastern part of the state include Jeffrey W. Mead, Sidney; Mark Wanner, Forsyth; Larry Fink, Hysham; and John Jones, Nashua.

Western area trainers include Kathleen Thompson, Seeley Lake; Diane Prongua, Hot Springs; and

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Harvey Stock, Kalispell. Jeff Crews, Lolo Middle School teacher, will also help.

The central area is assisted by Thomas Dauenbauer, Browning; Bonnie J. Thompson, Choteau; Michael Spencer, Havre; Jim Price, Belgrade; and DeeAnn Buehler, Lewistown.

These Regional Traffic Education Trainers participated in the School Safety Course presented at Northern Montana College this summer. They have developed a safety resource guide for their communities. Specific pedestrian curriculum materials for grades K-2 and bicycle curriculum for grades 3-5 are also available. The programs, customized for Montana, contain 10 to 12 lesson plans for each grade level. Half the lessons are supported by classroom videos; the remainder are modeling exercises designed for the gym, playground, and street.

To implement the program this fall, 60 teachers will be invited to area training sessions. Roger DiBrito, a physical education teacher in Missoula who has helped develop the curriculum, will lead the trainer teams in each area. He will also serve on the western area team.

Here is the tentative schedule for the area training sessions: September 21-22, Miles City; September 24-25, Lewistown. Spring training sessions will also be scheduled. If you are interested in participating, please contact any of the trainers or call me at the number above.

The project is supported in part by a grant from the Highway Traffic Safety Division, Department of Justice.

Materials

A "Bicycle Safety Camp" video is available on loan from the Office of Public Instruction Audiovisual Library, the Regional Traffic Education Trainers listed above, or through my office. These are available on a first-come, first-served basis. This video is also supplied to schools who participate in the Ride Safe, Inc. Helmet Promotion Program. (See *Montana Schools*, May/June 1992, for more information about Ride Safe, or call 1-800-285-RIDE.)

I have a supply of "The Best Bicyclist on Earth," a booklet appropriate for grades 4-6, and a brief, four-page pamphlet called "What Every Parent Should Know about Bicycle Safety!" Call my office to order these free materials.

Conference sessions

I hope you will plan on attending one of my sessions at the Montana Education Association fall conference. The first session, "Journey to School," includes walking, bicycling, school bus, and passenger safety. The second session is called "It's Time for Plan 'B,' Bicycle Education!" This session covers middle school traffic education, WHEELS and the predriver, and Montana SAFE KIDS Coalition (injury prevention and the school). Look for our display at the convention. See you in Helena, October 15-16.

CHAPTER 1
Nancy O'Hara, B.J. Granbery, Joan Morris, Specialists
444-5660

Fall conference

A broad variety of workshops have been prepared for the ESEA Chapter 1 fall conference, to be held at the Helena Colonial Inn, September 30-October 2, 1992. Sessions will be presented by personnel from school district Chapter 1 programs, National Diffusion Network (NDN) projects, OPI, Carroll College, the Chapter 1 Technical Assistance Center, and the Rural Technical Assistance Center. Representatives of education publishing companies will also exhibit materials.

The first day of the conference will be devoted to staff new to Chapter 1 and school administrators. Two model program presentations from NDN will also be offered. The general session will begin at 8:45 a.m., Thursday. Superintendent Nancy Keenan will give the welcome address. Our keynote speaker is Debbie Leeds, an educator in the Havre Public Schools and Montana's 1991 Teacher of the Year.

The Helena Colonial Inn (call 443-2100) has blocked rooms on a first-come, first-served basis at a rate of $52 for single or double occupancy. Participants must inform hotel staff that they are attending the Chapter 1 conference to receive these rates.

The fee for the conference is $15. All educators and parents are welcome. Since the conference is in September and attendance is expected to reach 700, registration by mail is encouraged. For more information, please call the Chapter 1 office at 444-5660.

1992 national recognition

Congratulations to the Cascade Chapter 1 reading program (June Sprout, teacher) for winning 1992 Chapter 1 National Recognition. Cascade was the only Montana project selected for this year's award, one of 57 projects selected nationwide. For more information about the Cascade program, contact June Sprout (568-2267).

Even Start Family Literacy

In 1988, the U. S. Department of Education began administering the $49.7 million Even Start Family Literacy program. These grants were made directly to local educational agencies (LEAs), including two in Montana. The two Montana grants provide a total of $250,000 annually to Montana Even Start programs.

In fiscal year (FY) '92, President Bush signed the National Literacy Act, which included a provision to reauthorize funds for sub-grants to new and existing Even Start programs. When the Even Start appropriations exceeded $50 million, which happened this past fall, the U.S. Department of Education authorized administration at the state, rather than federal, level. In Montana, these grants will be administered by the OPI Chapter 1 Division. The only FY '93 grants will be continuation grants to the two existing projects.

Even Start FY '94 will be a competitive grant process in Montana. All interested parties may apply for funding an Even Start program in January. In addition, the expected appropriation from Congress may exceed current funding, thereby offering the possibility of an additional Even Start program in the state.

These grants support three of the "America 2000 National Educational Goals":

1) Readiness for School—By the year 2000, all children in America will start school ready to learn. This will be accomplished by making available such services as prenatal care to ensure proper nutrition and the development of a healthy home environment where needed.

2) School Completion—By 2000, the high school graduation rate will increase to at least 90 percent. This includes making GED completion more accessible.

3) Adult Literacy and Lifelong Learning—By 2000, every American adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. Success in this goal will set a positive example for Even Start children to follow.

The Even Start program has three goals:

1) Provide family-centered educational services to help parents become full partners in their child's education; 2) provide parents with literacy training; 3) assist children in achieving their fullest potential as learners.

To accomplish these goals, Even Start collaborates with school, community, and public agencies to coordinate services for program participants.

Research projects have concluded that parents' behavior toward their children does indeed improve after completing a literacy program. For example, parents talk and read with their children more often, help with homework and take their children to the library more frequently, meet with their children's teachers on a regular basis, and become more involved with school activities.

According to interviews with teachers, a child's grades, reading habits, and school attendance also improve. These findings indicate that funds spent to upgrade the literacy and education of parents pay a greater dividend in children's learning than funds spent solely on remedial programs for children.

If you have questions, please call Joan Morris (444-3083) or B. J. Granbery (444-4420).

CHAPTER 2
Kathleen Mollohan, Specialist
444-4317

Chapter 2 notice

States must submit application for the final two years of Chapter 2 under Public Law 100-297 (July 1, 1992-June 30, 1994). Because of a short timeline, the Office of Public Instruction has already submitted Montana's application, but comments from program participants and other interested individuals are welcome. Anyone wishing to comment may obtain a copy of Montana's application from me.

Please note that Chapter 2 will have to be reauthorized in order for federal funding to continue past June 30, 1994.

Error in Chapter 2 allocation bulletin

Due to a programming error, the allocation figures for each public school district serving participating non-public schools were incorrectly reported in the allocation bulletin of July 1992. All districts affected by this error have been contacted individually. Please direct inquiries to the Chapter 2 program at OPI.

READING
June Atkins, Specialist
444-3664

Important dates

October 3, 1992: Five Valley Reading Conference, University of Montana, Missoula. Contact Brenda Gillhouse (542-4045, work; 728-7613, home).

October 15-16: Montana State Reading Conference, "Unlock the World of Books," Lynn Reid Banks, speaker, Heritage Inn, Great Falls. Contact Arlene Hett (761-8210, work; 452-3221, home).

October 23-25: Regional Reading Conference, Couer 'd Alene, Idaho. Contact Marilyn Howard (208-882-2714, work; 208-883-3768, home).

You may also contact me for information on these conferences.

MATHEMATICS
Diana Oldham, Specialist
444-4436

My name is Diana Oldham, and I am delighted to be the new

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Dispatches

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Mathematics Specialist at OPI. Thank you for the warm Montana welcome. Throughout the summer, I have had opportunities to become familiar with many of the exciting projects being developed in the state. This has given me a clear view of the innovative, hard-working mathematics education community in Montana. I am eager to learn more about individual teachers, students, mathematics programs, and schools.

That is where you come in. I want to hear from you! What are you doing in your classroom that is working? What isn't? What are your philosophies and goals? What is your vision of education in Montana? Do you have questions, concerns, or suggestions? How can I be of service to you? Please contact me at OPI, State Capitol, Helena, Montana 59620 (444-4436).

GUIDANCE
Judy Birch, Specialist
444-5663

Minority scholarships
The National Center for Recruitment and Retention of Minorities in Teacher Education is making available three $1,000 scholarships for the 1993-94 academic year for minority students admitted to, and enrolled in, programs for initial licensure in teacher education. Two of the scholarships are restricted to Kentucky institutions. The third is available for qualified applicants attending college anywhere in the U.S.

Those interested in applying should contact Elizabeth Nelli, Director, Student Services/Certification and Chair, Scholarship Review Committee, University of Kentucky, College of Education, 166 Taylor Education Building, Lexington, KY 40506-0001 (606-257-8847).

Drug and alcohol resource guide
The Office of Public Instruction and the Montana Board of Crime Control have published a resource guide for school counselors entitled "Sorting out Services—a Resource Guide for Alcohol and Other Drug Prevention Services in Montana." For copies of the guide, please contact me.

SOCIAL STUDIES
Linda Vrooman Peterson, Specialist, 444-5726

MCSS fall conference:
The 1992 Fall Conference of the Montana Council for the Social Studies (MCSS) will be held in Helena, in conjunction with the Montana Education Association's convention, October 15-16.

"Global Issues" is this year's conference theme. Several sectionals will highlight the growing interdependence of today's world and the interconnectedness of Montana and the global community. The Northern Lights Telegeography Project, Wildlife and Human Relationships, Global Economics, International Voices, The Conquest, American Indian Myths, Global Geography, and many more presentations are planned.

Special events are also included. George P. Horse Capture will use the Columbian quincentenery as a departure point when he addresses the gathering on Friday morning at 10:00. On Friday afternoon at 1:00, Dr. Jim Lopach, Professor of Political Science at the University of Montana, will moderate the MCSS Forum: "Trans-national Regionalism."

All MCSS activities will be held in the Helena Middle School, 1025 North Rodney, with the exception of an open house at the Old Governor's Mansion (Thursday, October 15, 5:30 p.m. to 6:30 p.m.) and an MCSS reception (Thursday, October 15, 6:30 p.m. to 8:00 p.m.) at the Montana Club.

For more information, please contact me. See you in October!!!

MOTORCYCLE SAFETY
Jim Bernet, Specialist
444-4569, 1-800-922-BIKE

Video available
The Montana Motorcycle Safety Education Program recently received a new video from the Motorcycle Safety Foundation titled "A Common Road." The foundation develops curriculum and other safety materials for motorcycle training programs nationwide. This excellent 8.5-minute video provides a new approach to motorcycle awareness and gives driver instructors an interesting, useful visual aid for classroom use. It shows:

- the importance of sharing the road with motorcyclists;
- common places where motorists and motorcycles collide;
- why a safe motorcyclist will ride in various lane positions;
- how to pass a motorcycle safely;
- the "two-second rule" for following a motorcycle;
- that the rider could be your neighbor or someone you know.

The video is accompanied by a 16-page booklet that facilitates group discussion. The video/booklet package sells for $10 and can be purchased directly from the Motorcycle Safety Foundation, 2 Jenner St., Suite 150, Irvine, CA 92718-3812 (714-727-3227). For more information on the video or motorcycle training courses near you, please call me at the Montana Motorcycle Safety Education Program (1-800-922-BIKE).

Data Corner

Reporting student assessment scores

Montana Board of Public Education Rule 10.56.101, ARM, requires districts to annually report student achievement scores for grades 3, 8, and 11, in the areas of math, reading, science, social studies, and language arts. The board approves norm-referenced tests that may be used to meet this requirement.

Board action
The Board of Public Education has agreed with several Office of Public Instruction recommendations for revisions of the student assessment rule:

1. The rule was revised to allow the use of appropriate interpolated norms.
2. The date for reporting test scores to OPI was moved from June to a fall reporting date.
3. The SRA norm-referenced tests should not be used after next year.
4. A statewide single score will be compiled for each test.

For the 1992-93 school year, districts will continue to test in grades 3, 8, and 11 in all five areas, using all tests on the approved list except the SRAs, which are no longer published. The other tests on the list are the Iowa Test of Basic Skills (ITBS) and its high school version (TAP), Comprehensive Tests of Basic Skills (CTBS), the Stanford Achievement Test (SAT) and its high school version (TASK), the California Achievement Tests (CAT), and the Metropolitan Achievement Tests (MAT).

The future
The Office of Public Instruction reported to the Board of Public Education during its May 1992 meeting that the student assessment rule needs significant changes, but the tools to make the changes are not yet available. Assessment philosophies, instruments, and processes are in a state of major transformation.

Within the next few years, this rule should be redesigned to coordinate with the accreditation standards for assessment, reflect current research, and incorporate emerging assessment methods. The new requirements should be communicated to districts well in advance of the effective date to give districts the opportunity to prepare for change.

The board was very receptive to discussion of the student assessment rule. The summary of the first year of required reporting and further discussion will be on the agenda for a Board of Public Education meeting in late 1992.

Issues
Some of the complications with the current rule include the following:

1. Montana's choice of grades 3, 8, and 11 for reporting norm-referenced test scores does not coincide with traditional benchmarks of grades 4, 8, and 12. Broad sub-testing of third graders may not be appropriate, and tenth grade may be a more opportune time to use the data to assist students, improve instruction, and modify programs.
2. Several of the approved tests do not incorporate all the required sub-tests. Even if the sub-test titles are similar, they vary widely in content and depth and have no linking criteria for comparison. Therefore, a compiled score from all the tests is meaningless to the state and to districts.
3. The standardized tests may have no relevance to local curriculum. This seems particularly inappropriate at a time when districts are also implementing the curriculum and assessment rule in the accreditation standards.
4. Reporting a single statewide average masks information that may be valuable to school districts and policy makers. Significant scoring differences between sub-groups (male/female, racial/ethnic origins, school size) on different tests or sub-tests may provide valuable instructional and decision-making data.

Wanted: your suggestions
How would you like this rule to evolve? What sort of reporting of achievement scores would be educationally sound and still provide statewide data for the public and the policy makers?

Please mail your suggestions to Dori Nielson, Office of Public Instruction, State Capitol, Helena, Montana 59620. ■

—Dori Nielson, OPI Education Analyst

Kudos!

Congratulations to the following Montana educators and students!

Brian Hall makes national Geography Bee finals
Montana's state Geography Bee champion, Brian Hall, emerged from among six million local competitors nationwide to become one of the top 10 national finalists in the National Geography Bee held in Washington, D.C,. in May. Hall, the first Montana student and first American Indian student to become a national Geography Bee finalist, took ninth place. Hall is a Browning Middle School student.

AMERICAN EDUCATION WEEK
NOVEMBER 15-21, 1992
America's Schools: Take a New Look!

U S WEST Outstanding Teacher
Daniel Gilman, a teacher at Hellgate High School in Missoula, has been named 1992 Outstanding Teacher by the U S WEST Foundation. Other Montana teachers honored by U S WEST were Julie O'Dell of Hardin High School and Mary Ann Gildroy of Central Elementary in Roundup.

Presidential science and math teachers
Carla Wambach, a teacher at Smith School in Helena, and Larry Gursky of Ronan Middle School have won state Presidential Awards for Excellence in Science and Math Teaching.

School Nurse of the Year
Kathleen Manion, school nurse for Helena Public Schools, was named Montana School Nurse of the Year by the Montana Association of School Nurses.

PTSA Teacher of the Year
Tom Reiner of Shepherd has been selected as the Montana Parent/Teacher/Student Association Teacher of the Year.

Chapter 1 recognition
Cascade's Chapter 1 program (June Sprout, teacher) is a winner of the 1992 Chapter 1 National Recognition. Cascade's was one of 57 programs selected nationwide for this year's award and the only Montana project selected.

Presidential scholars
Sara LaRue of Belgrade High School and Patrick Spradlin of Fergus High School in Lewistown were selected as 1992 Presidential Scholars from among 2,500 of the nation's best high school seniors.

Elementary Principal of the Year
Bruce Whitehead, Principal, Hellgate Elementary School, Missoula, has been named "Montana Elementary Principal of the Year."

Very special artist
Brittney Jensen, a student at Ray Bjork School in Helena, was chosen by a national selection committee to represent Montana this October at an art exhibit commemorating the 200th anniversary of the White House. The exhibit recognizes students with disabilities for their artistic abilities. Jensen will travel to the White House in October for a ceremony to open the art exhibit.

"If I could change one thing. . ."
Dani Bartlett, a 1992 graduate of Whitefish High School, was the grand prize winner in BIC Corporation's "Getting on the Right Wavelength" national essay contest for high school juniors and seniors. Students participating in the contest had to write an essay that began, "If I could change one thing. . . ." Bartlett wrote, "If I could change one thing, I'd design interchangeable shoes for everyone to wear. No matter what unique style or size we'd choose, we could all step into our neighbors' shoes and see the world from their perspective. . . ."

Drug-free schools
Two Great Falls schools, Great Falls High and Whittier Elementary, have received national recognition for their drug-free schools programs. Great Falls is the only community in the nation where two programs are being recognized. Watch for more information about these programs in the next issue of *Montana Schools*.

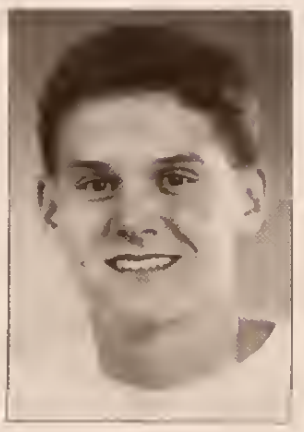
National History Day winners
A team of Montana students took fourth place in the annual National History Day competition held in June in Maryland. Emily Bergeron, Jennifer Addis, and Elizabeth Rigney of C.R. Anderson Middle School in Helena placed fourth for their project, "The Mining Law of 1872: Westward Expansion and Development."

International Science and Engineering Fair
Montana students excelled at the 43rd International Science and Engineering Fair held in May in Tennessee. Michele Calftail of Browning High School won an award for her behavioral and social sciences project on Blackfeet Indian views of culture. John Yates of Browning High School won a fourth-place award for his biochemistry project, "Quantitation and Subregional Distribution of PrP in Tissues of Transgenic and Normal Mice." Alana Galbraith of Missoula's Big Sky High School won a fourth-place award for her biochemistry project, "Investigating the Secondary Structure of 16s RNA Using DNA Oligomers." Julie Clay of Capital High School in Helena won a first-place award for her environmental science project, "Arsenic Bioaccumulation in *Pasifasticus gambeli*." Valerie Lynn Tomayer of North Toole County High School in Sunburst won a fourth-place award for her project, "The Study of Oil Dispersion in Water Containing Ice."

Humanities fellows
Two Montana teachers received fellowships in the 1992 National Fellows for Independent Studies in the Humanities program. George Price, a teacher at Two Eagle River School in Pablo, will use his fellowship to study American Indian and African American relations over 230 years.

David Wilson, a teacher in St. Ignatius, received a fellowship for his project, "Magic Realism as a Phenomenon in 20th Century Literature in the Americas: An Exploration."

Outstanding home economics teachers
The following teachers were recognized at the Home Economics Association's May convention in Kalispell: Aurelia Cunningham, Great Falls CMR High School, Montana Home Economics Teacher of the Year; Ginny Francis, Belgrade High School, 1992 Outstanding Home Economist; Lillian Klawitter, Missoula Sentinel, American Home Economics Association (AHEA) State Leadership Award; Leanne Bennes, Winifred, AHEA New Achiever Award.


Patrick Burns

Motorcycle safety education
The National Motorcycle Safety Foundation recently awarded the Outstanding Program Award for Category I to the Montana Motorcycle Safety Education Program. Jim Bernet of the Office of Public Instruction coordinates the program.

HIV/AIDS pathfinders
Two Montana educators have been honored with Pathfinder Award Certificates of Merit for their pioneering work in HIV/AIDS education and prevention: MEA Uniserv director Kay Winter of Billings and Rick Chiotti, HIV/AIDS education specialist for the Office of Public Instruction. Each received the award from National Partners, a coalition of private sector organizations working for HIV/AIDS prevention and education.

Student literary award
Scribblings, published by Bozeman High School (Tonia Lopez-Fresquet, student editor; Tamira Phillippi, faculty advisor), was awarded an excellent rating by the National Council of Teachers of English Program to Recognize Excellence in Student Literary Magazines.

MHSA Academic Excellence Awards
The Montana High School Association (MHSA) has named the 1991-92 winners of its Montana Power Academic Excellence Awards. Butte (AA); Colstrip (A); Troy (B); and Kremlin-Gildford (C) high schools had the best grade point averages in their respective classifications.

Winners are determined by averaging the grades earned by students who took part in the sport, music, or speech and drama programs offered by their school during the 1991-92 school year.

Federal Reserve essay finalists
Butte High School placed two students among 30 finalists in an essay contest sponsored by the Federal Reserve Bank of Minneapolis. Chris Svejkovsky and Lyle Smith were named as finalists for their essays responding to the topic "Why is banking reform necessary and what types of reform are best?"

Promising young writer
Patrick Burns, a student at C.R. Anderson Middle School in Helena, is one of 352 eighth graders nationwide to be honored by the National Council of Teachers of English for demonstrating exceptional writing ability in the 1992 Promising Young Writers Program.

Stock market winners
The team of Douglas Connelly, Geri Aaberg, and Dave Yeager, students in an economics class at Valier High School, placed first among 124 teams in a statewide stock market competition sponsored by the Montana Council on Economic Education. The stock trading simulation gave each team a fictitious $100,000 and left the investment choices to them for 10 weeks.

FFA winner
Erin Robertson of Judith Gap has been named the Montana state winner in the National Future Farmers of America's Agriscience Student Recognition Program. Robertson became eligible for the recognition program when she completed an agriscience project on managing leafy spurge at Judith Gap High School.

Bulletin Board

Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.

RESOURCES

New look at Montana history
A new book by the Montana Historical Society Press offers a fresh look at Montana history. Historians Harry Fritz of the University of Montana and Robert Swartout of Carroll College co-edited *The Montana Heritage: An Anthology of Historical Essays*, which is intended to help set the stage for the study of Montana for the 1990s and beyond.

The book reflects the broadening of historical research during the past decade to include women, American Indians, ethnic groups, and significant events and trends of the twentieth century such as the environmental movement. It also deals with traditional topics such as Montana's copper kings. The 315-page illustrated book can be ordered for $11.95 plus shipping by calling 1-800-243-9900.

Jaime Escalante of FUTURES

Free: book on women in math
To kick off its Northwest Women in Science program, the Northwest College and University Association for Science (NORCUS) has published a book for middle and secondary schools in Alaska, Idaho, Montana, Oregon, and Washington.

Geared for female students in grades 7-12, the book features 280 professional women from five Northwest states whose careers range from weather forecaster to wildlife manager. All of them hold positions in the male-dominated professional fields of science, math, and engineering. They have distinguished themselves in their fields and are willing to be role models for young women today. The book is available free to secondary schools. It offers a "role model directory" with contact numbers and addresses. It also lists agencies, organizations, and materials describing careers in math, science, and engineering.

To obtain the book or more details about the project, contact Pamela Florence, NORCUS, 100 Sprout Rd., Richland, WA 99352 (509-375-3090).

Free NASA resources
Western Montana College has been designated as the state's NASA Teacher Resource Center. Video tapes, computer software, slides, and filmstrip programs are available free to Montana teachers. These resources chronicle NASA's research and technology, providing students and teachers with the latest aerospace information. The materials will spark classroom discussion in astronomy, career education, earth resources, energy, environment, life science, math, and physical science.

To order materials, contact the college library between 8 a.m. and 4 p.m. Monday through Friday. Call 800-WMC-MONT or write to Mike Schulz, Western Montana College Library, 710 S. Atlantic, Dillon, MT 59725-3598. Or make requests on-line through Big Sky Telegraph (683-7680). Catalogs of materials are available through the Teacher Resource Center or on-line through Big Sky Telegraph.

"FUTURES"
Math teacher Jaime Escalante will return to the Public Broadcasting System with a second season of the Peabody Award-winning educational series, "FUTURES with Jaime Escalante." PBS will broadcast 12 new FUTURES episodes beginning in September.

The FUTURES series was created to increase student interest in math by showing how math is applied in real life. Studies have concluded that FUTURES has a long-lasting, positive impact on student attitudes toward math and science. For more information on FUTURES or for video cassettes of the series, contact FASE Productions, 4801 Wilshire Blvd., Suite 215, Los Angeles, CA 90010 (213-965-8794).

More PBS educational offerings
Public television distributes instructional programs and integrated curriculum materials developed by educators to aid classroom use of PBS broadcasts. For a complete listing of 1992-93 program offerings and information on other PBS educational services, contact PBS Elementary/Secondary Service, 1320 Braddock Place, Alexandria, VA 22314-1698 (703-739-5402).

SCHOLARSHIPS/EXCHANGES

Fulbright Teacher Exchange
The Fulbright Teacher Exchange Program invites university and college faculty and secondary and elementary school educators to apply for teacher exchanges during the 1993-94 school year. Information and applications are available from the Fulbright Teacher Exchange Program, 600 Maryland Ave. SW, Room 142, Washington, DC 20024 (800-726-0479).

American Indian teacher training
American Indian Research and Development, Inc. is looking for American Indian teachers to apply for an opportunity to study for a Masters of Education degree in gifted education with an emphasis in American Indian education. This opportunity is open to American Indian teachers with an undergraduate degree who are committed to teaching American Indian children. The masters degree program is offered through Oklahoma City University and provides full tuition and a stipend. For more information and an application, contact Stuart A. Tonemah, Director, American Indian Teacher Training Program, 2424 Springer Dr., Suite 200, Norman, OK 73069 (405-364-0656).

WORKSHOPS/CONFERENCES

Early start for a healthy heart
The Deaconess Medical Center of Billings, along with local doctors and the Montana Department of Health and Environmental Sciences, will present a conference on childhood cardiovascular risk factors October 9-10, 1992, at the Holiday Inn in Billings. The conference is designed for doctors, nurses, dietitians, teachers, parents, school food personnel, and anyone interested in helping families establish healthy lifestyles. For registration information, call 1-800-252-1246.

Community Care workshops
Community Care, Inc., of Missoula will sponsor a conference on Intervention and Treatment of Adolescent Substance Abuse October 15-16, 1992, at the Village Red Lion in Missoula. Credits are available. Registration deadline is October 9. Other workshops sponsored by Community Care include the following:

Addiction Prevention Workshops: Nov. 7-9, 1992; Feb. 27-March 1, 1993; June 17-19, 1993.

Facilitator Training Workshops: Jan 30-Feb. 1, 1993; March 27-29, 1993.

For information, contact Kay Hoag (549-2890).

Writing workshops
The Profile Writing Program (PWP) is scheduling staff development writing workshops for English and language arts teachers and others across the curriculum for the 1992-93 school year. The project is funded by a four-year grant from the U.S. Dept. of Education's National Diffusion Network. In addition to inservice training, PWP will schedule summer institute programs in your local area for a week of training during summer 1993. PWP provides workshops in the holistic/analytic evaluation of student writing as part of the writing process. Contact program coordinator Susan Vammen, Profile Writing Program, 1701 SW Parkway, Suite #102, College Station, TX 77840 (409-764-9765).

Early childhood conference
The 1992 Early Childhood Conference will be held October 15-17 at Great Falls High School. Thursday includes Carson-Dellosa's "Learning Through Literature, Language and Laughter" and sessions on "Fascinating Fall" and "Spring Solutions."

Friday and Saturday will feature "The Learning Station" (educational programs and music focusing on the child's curiosity and imagination) and Abbey Griffin, Ph.D., (infant and toddler issues). Both days will include concurrent workshops including physical skills, cognitive skills, communication, creativity, self-esteem, social skills, guidance, families, learning environment, health, safety, and program management.

For more information, contact Dawn Jones, 2221 13th St. SW, Great Falls, MT 59404 (761-2448).

Teachers—add a class to your life!
The Extended Studies Division of the Center for Continuing Education & Summer Programs at the University of Montana offers a variety of credit courses for teachers.

Janie Spencer of the Extended Studies Division writes, "Our greatest challenge is delivering brochures directly to individual teachers who are interested in taking courses. Please help us get our information to you! If your school has a teacher who is a contact person for disseminating information to other teachers, please contact us with that information. We will send the designated teacher a packet of brochures to share. If you prefer receiving brochures mailed to you personally at your school address or home address, please provide us with that information. If you are currently on our mailing list but have moved, please notify us of your new address. We mail our brochures by bulk mail, and if your address is expired, the post office does not return that mail to us with a forwarding address."

For more information, contact Janie Spencer, Extended Studies Division, Center for Continuing Education & Summer Programs, The University of Montana, Missoula, MT 59812 (243-2705).

Montana SCHOOLS

So you think you want a data base...

(Continued from page 4)

individual listings, each on a separate line. Each line is a *record*, a unit of information that has an identical structure for all listings but that contains different information for each one. Each record consists of smaller pieces of information: last name, first name, street address, and a phone number. Each of these pieces of meaningful information is a *field*. Summarized, a whole data base (a file) contains related individual records (lines) made up of fields (discrete pieces of information, or data).

Now, picture yourself writing a phone book with your computer data base. You fill in each field associated with a specific phone listing, with name, address, and phone number. When one set of fields is finished, you begin a new record for a new listing, with identical field categories but different information. Finally, three years or so later, you're done with the phone book, a whole data base that is now two years out of date. This is the wonder of computers.

What goes into the data base?

Logically, the contents of a rudimentary special education data base would be individual student records (one record per student) comprised of several fields. Basic field information would include things such as initials, date of birth, sex, and disabilities. As the data base grows, additional fields might include hours per week spent in special education, teacher or classroom information, aide assignments, medical information, or staff concerning the student and parents. You may also want to include information on attendance, records location, dates for re-evaluation, notification to parents, grades, objective completion, and so on. A data base has to be free to grow, as Connie found out at the staff meeting.

Typical data base programs allow several discrete types of field data. A field for *names* would contain "character" type data (information that can be sorted alphabetically or searched for specific groups of characters), while a birthday would be entered in a *date* field. Dollars and cents or other quantitative information would go into a *numeric* field. General notes and comments could be stored in a *memo* field.

The different data types are necessary because of the different operations that can be performed on each one. Character information is sorted alphabetically or searched for groups of characters; numeric information can be increased by set percentages or totalled, and so on. Once entered, data base information can be modified using built-in tools to suit a wide range of needs.

What comes out of the data base?

The power of a data base lies in its ability to provide information arranged in meaningful order. The same data base that is printed as an alphabetical list of names in the phone book could, with a simple rearrangement, be printed out as a street directory, or with all people named Fred grouped together, or, if merged with FBI data bases, a list of all persons on Sycamore Street who attended subversive meetings in 1952.

Preparing *reports* quickly becomes one of the major tasks of the person who keeps the data base up to date. How many special education students received diplomas last year? Which of our special education students actually reside outside the district boundaries? How many hours of total class time does Jim Jones spend with special education students on Monday, Wednesday, and Friday? Given the child count and the state special education budget, how many dollars does the district receive for each special education student in the district? An information base can become an important management tool.

Reports are saved on disk, just like data base files. They can be retrieved, updated, revised, and reprinted. They can be repeated from year to year and often become the standard for annual reports. Most data base programs have report features that allow quick totalling, counting, and grouping (for example, by school building). Without question, reporting is where the power is in making use of your data base information.

What goes on inside the data base?

So, information goes into a data base, and information comes out. Data entry on the front end becomes data retrieval, or reporting, on the back end. In the middle are the sand traps.

You can enter data in ways that effectively preclude ever using it again. In her first attempt, Connie entered both first and last name in a name field, with last name first. This is great for alphabetizing by last name, but it looks tacky on a mailing label. A better approach would have been to make two fields, one for first name and one for last name. Then she could alphabetize by last name AND print mailing labels.

Much of field design process comes from experience (which means making every possible mistake), but some of the more common difficulties can be avoided by being aware of them. More on that in the next installment, along with information on setting up a data base for child count.

The rest of the story

To make a long story short, Connie digested five years' worth of data base experience in the month before the next staff meeting by working overtime and refraining from sleep. In that time, she ran into a wide range of typical problems and solved them efficiently by channeling through her ascended master, a bioplasmic engineer from the 23rd century. She now works as a computer consultant, faxing herself to Los Angeles every morning and back at 5 p.m.

—Mike Chapman, OPI Computer Applications Specialist

CALENDAR

October

4-10: Fire Prevention Week
9-10: Early Start to a Healthy Heart, Billings—Dayle Hayes, Deaconess Hospital, 1-800-252-1246
10: Creating a Whole Language Classroom & Reading Program, Missoula—Louise Bell, 721-9838
11-17: National School Lunch Week—Gary Watt, OPI, 444-2505
14-16: Montana Conference on Educational Leadership (MCEL), Billings—Loran Frazier, SAM, 442-2510
15-16: Montana State Reading Council Conference, Great Falls—Arlene Hett, 761-2091
15-16: Montana Assoc. of Adult & Community Education Fall Conference, Bozeman—Bob Ruthemeyer, OPI, 444-4443
15-16: Montana Education Assoc. Instruction & Professional Development Convention, Helena—MEA, 442-4250
15-16: Montana Assoc. of Teachers of English Language Arts Convention, Helena—Jan Hahn, OPI, 444-3714
15-16: Montana Council for the Social Studies Conference, Helena—Linda Vrooman Peterson, OPI, 444-5726
15-17: Montana Assoc. for Health, Physical Education, Recreation & Dance Convention, Bozeman—Kay Van Norman, 994-4001
17: Creating a Whole Language Classroom & Reading Program, Great Falls—Louise Bell, 721-9838
18-24: School Bus Driver Week and National School Bus Safety Week—David Huff, OPI, 444-4396
21-23: Montana Conference on Developmental Disabilities, Billings—Marla Hall, 444-2995
31: The Writing Program & Portfolio Assessment, Missoula—Louise Bell, 721-9838

November

National PTA Child Safety & Protection Month
8-14: Youth Appreciation Week
14: The Writing Program & Portfolio Assessment, Bozeman—Louise Bell, 721-9838
21: Creating a Whole Language Classroom & Reading Program, Helena—Louise Bell, 721-9838
15-21: American Education Week
16-22: National Children's Book Week

December

1: World AIDS Day
5: The Writing Program & Portfolio Assessment, Helena—Louise Bell, 721-9838

January 1993

27: School Nurse Day
27-29: Montana Assoc. of Elementary & Middle School Principals, Billings—Loran Frazier, SAM, 442-2510

February

I Love to Read Month—June Atkins, OPI, 444-3664
American History Month
American Music Month
Black History Month
1-5: National School Counseling Week
7-13: Business Professionals of America Week

March

Music in our Schools Month
National Nutrition Month
National Women's History Month
Youth Art Month
7-9: Business Professionals of America State Leadership Conference, Billings
8-12: Newspapers in Education Week
14-16: Middle School Conference, Bozeman—Loran Frazier, SAM, 442-2510

April

Mathematics in Education Month
1-3: Montana Association of School Administrators, Helena—Loran Frazier, SAM, 442-2510
1-3: Assoc. of Gifted & Talented Education (AGATE), Billings—Michael Hall, OPI, 444-4422
14-16: Montana Assoc. of Secondary Schools Principals, Bozeman—Loran Frazier, SAM, 442-2510
25-28: Montana Indian Education Association, Bozeman—Robert Fox, 673-3473 or 353-2827
25-27: State Traffic Education Conference, Fairmont Hot Springs—Curt Hahn, OPI, 444-4432

June

6-12: Montana Institute for Effective Teaching of American Indian Children, Northern Montana College, Havre—Bob Parsley, OPI, 444-3013
June, July, August: Advanced Driving Workshops, Lewistown—Curt Hahn, OPI, 444-4432

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Montana SCHOOLS

September 1992

Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
Special Edition, 1992

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PLEASE RETURN

Assessing the Columbian encounter

A Special Edition of *Montana Schools*

"A study of Columbus is really a study about us—how we think about each other, our country, and our relations with people around the world. The quincentenary and the entire 1992-93 school year provide a chance to look closely at myths and truths about Columbus, to look at history itself in a new way, to help students gain critical thinking skills as they encounter Columbus."

"The need to reinterpret history is an ongoing one; we confront our past with each step we take into the future." (From *Booklist*, Bill Ott, October 15, 1991.)

History does not know the name of the Discoverer. But he, or she, was probably one of the children of the fisherfolk, some sharp-eyed sprite swimming in the tropical blue water or collecting shells on an island called Guanahani. The Discoverer would have seen, early in the morning, a strange object on the horizon, gradually coming closer. An enormous watercraft, with vast white squares of cloth.

The vessel came into the lagoon, and then six large men rowed to shore in a skiff. They had sickly pale skin and colorful hair that sprouted from, of all places, their chins and cheeks. They had a hard shiny covering around their bodies. They looked like gigantic beetles.

Cristobal Colon, the captain general, as he called himself, stepped on land and proclaimed, in Spanish, that this would henceforth be the property of the king and queen of Spain. He asked that his five colleagues bear witness to the deed. One took note. Three flags were planted in the sand.

As for the natives, Columbus later wrote, "Christendom shall make good business with them, especially Spain, to which all must be subjugated."

In the end, the fate of the islanders, and the fate of all the diverse nations of indigenous people in the Western Hemisphere, was to be worse than mere subjugation. If, indeed, a child had first seen the caravel of Columbus, he or she probably did not live to see adulthood. The "Indians" endured a holocaust, a disease-born extermination unlike anything since in human history. There were as many as three million Tainos on the Caribbean Island in 1492. Within a generation, there were virtually none.* *(From "Columbus, Rediscovered," Joel Achenbach,* The Washington Post, *July 14, 1991.)*

In 1992 and 1993, the United States will observe the 500th anniversary of the Columbus voyages. These voyages radically and irrevocably changed the course of world history. Today, the Columbian quincentenary challenges educators to change the way we teach about Columbus—not just this year, but every year. In fact, it challenges us to look at how we teach history itself, and the way we view the modern world and the people living in it.

As the editors of Rethinking Columbus (a special edition of the *Rethinking Schools* journal) write, ". . . [T]he Columbus myth is basic to children's beliefs about society. For many youngsters, the tale of Columbus introduces them to a history of this country, even to history itself. The 'discovery of America' is children's first curricular exposure to the encounter between . . . cultures and to the encounter between . . . races. As such, a study of Columbus is really a study about us—how we think about each other, our country, and our relations with people around the world."

As the nation commemorates the Columbian encounter during 1992 and 1993, we will see a hoopla on the scale of the U.S.

(Continued on page 2)

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Testimonios 500 Años — a partir de entrevistas y testimonios de todo el continente latinoamericano, se produjeron unos 70 microprogramas en los cuales se expresan opiniones sobre el V Centenario. 4 cintas. $27.80. Talking Planet Tapes, PO Box 1044, Austin, TX 78767-1044

500 Años — Basado en "Las Venas Abiertas de América Latina" de Eduardo Galeano y en otros libros sobre el tema, este programa es una gran historia sobre los 500 años. 20 capítulos, 10 cassettes. $69.50. Talking Planet Tapes.

Quinto Centenario del Descubrimiento de America: Encuentro de dos mundos, noticiero (español/inglés) publicado mensualmente por la Organizacion of American States, gratis, Quinto Centenario, Organization of American States, 1889 F Street, NW, Washington, DC, 2006.

Materiales Quinto Centenario — Una serie de publicaciones editada por la Consejería de Educación, Embajada de España que aparecerá a lo largo de 1992; conlleva muchas actividades para la clase de español, mandada gratis al pedírsela a la Consejería de Educación, 1350 Connecticut Avenue N.W., Suite 1050, Washington, DC 20036.

Redescubriendo América — una colección de lecturas para estudiantes de secundaria que incluye traducciones de partes de *Rethinking Columbus*, y más de Claribel Alegría, Ernesto Cardenal, Pablo Neruda, Roque Dalton, Ruben Darío, Gabriel Garcia Márquez, Eduardo Galeano, y otros. De **Network of Educators on Central America, 1118 22nd St., Washington DC 20037, (202) 429-0137** a $5.00 más $3.00 de envío por copias sencillas, $2.00 por ordenes de 40-49 copias.

Assessing the Columbian encounter

(Continued from page 1)

Bicentennial, with a barrage of events, television specials, books, and toys honoring Columbus.

Not everybody will be celebrating the quincentenary, however. Many groups, especially those representing African Americans and American Indians, have condemned the quincentenary on the grounds that the Columbian voyages resulted in the exploitation, enslavement, and annihilation of non-European people. Some people say Columbus's arrival began an American holocaust. Some believe he epitomizes a value system in which both human beings and the natural environment are commodities to be plundered for profit, in which might makes right, in which the only history we learn is the winners' history. Many anti-Columbus events are planned throughout the American continents.

The challenge; the opportunity

The controversy surrounding the quincentenary is part of the challenge educators face. How do teachers deal with the fact that the Columbus story has traditionally been taught incompletely; that is, with the omission of such things as the torturing, killing, and enslaving of indigenous peoples? How do we include these uncomfortable aspects of the Columbus story without "Columbus bashing," without making students feel cynical or white children feel guilty? How do we reconcile myth with reality and help students understand the full implications of 1492?

Along with these challenges, the quincentenary also offers tremendous opportunities. The quincentenary and the entire 1992-93 school year provide a chance to look closely at myths and truths about Columbus, to look at history itself in a new way, to help students gain analytical and critical thinking skills as they encounter Columbus materials.

The quincentenary also provides a chance to highlight multiculturalism. American Indians, Africans, Asians, and Europeans all shared in the history of this hemisphere; the quincentenary is just as much their story as it is Columbus's.

Of specific interest to Montana, the quincentenary offers a chance to break down the misunderstandings and stereotypes about American Indians that began with Columbus and still thrive today. We can discuss how the cataclysmic changes Columbus brought to the indigenous peoples of this hemisphere continue today, with struggles for religious freedom and treaty rights, plus poverty, alcoholism, poor health, and massive clearcutting of rainforests.

We can discuss how our European-focused culture has reduced the rich diversity of various American Indian cultures to the stereotypical image of the tomahawk-wielding, tepee-dwelling "Indian." We can look beyond Columbus Day to Halloween and Thanksgiving, using these holidays to educate about stereotypes. As teacher and author Bob Peterson writes, we can explain "why dressing up like an 'Indian' perpetuates stereotypes and is insulting to native people." ("Columbus and Native Issues in the Elementary Classroom," *Rethinking Columbus.*) We can then help children discover the diversity and cultural richness of contemporary American Indian cultures in Montana, from Assiniboine to Salish.

The editors of *Rethinking Columbus* write, "What passes for discovery in the traditional Columbus myth was really an invasion. However, the study of Columbus and the native peoples of America offers numerous opportunities for genuine discovery. Rethinking and reconstructing the way students and teachers understand history and today's society IS cause for celebration. And as children awaken to the true and rich history of the Americas, we can help them become more inquisitive and responsible for their future in the Americas."

In this special edition of *Montana Schools* and in several of this year's regular editions, we will take a look at some of the issues surrounding the Columbus quincentenary and offer ideas for ways to help students make their own "genuine discoveries" this year and in years to come. ■

—Linda Vrooman Peterson, Social Studies Specialist; Cheri Bergeron, Resource Librarian; Bob Parsley, American Indian Education Specialist; Lynn Hinch, Bilingual Education Specialist; Sanna Porte Kiesling, Montana Schools Editor; Office of Public Instruction

** In most of academia, it is accepted that the Caribbean Taino Arawaks were totally extinguished by the conquest. But in a remote part of Cuba, there are dozens of family nuclei and at least one community of over one thousand people that maintain Indian identity. (Jose Barreiro, "View from the Shore")*

Issues of the quincentenary

"The voyage of Columbus is much too significant to treat romantically or trivially. Specifically, educators should help students comprehend the contemporary relevance of 1492 and provide students with basic, accurate knowledge about Columbus's voyages, their historical setting, and unfolding effects. . . . The world as we know it would not have come to be were it not for the chain of events set in motion by European contact with the Americas."
(From "The Columbian Quincentenary, An Educational Opportunity," official position statement developed by the National Council for the Social Studies, October 1991.)

What knowledge do we need to give students about the Columbus voyages and their effects? Here is what the National Council for the Social Studies suggests (excerpted from"The Columbian Quincentenary"):

The contemporary relevance of 1492

One of the most significant features of the contempo-

(Continued on page 3)

TIMELINE: SPAIN, COLUMBUS, AND AMERICAN INDIANS

Approximately 13,000 B.C.: First known human beings live in the Caribbean.

1451: Columbus is born, probably in the Italian port city, Genoa. At the time of his birth, there may be as many as 70 to 100 million people living in what will one day be called the Americas. They are of many nationalities, with perhaps 2,000 different languages.

1453: Turks conquer Constantinople and the eastern Mediterranean, restricting land routes from Asia to Europe.

1455: Christian Castile (Spain) launches the re-conquest of territories governed by Islamic Moors for eight centuries. There will be six invasions of Moorish Granada, in southern Spain, between 1455 and 1457.

1483: King Ferdinand and Queen Isabella launch the Spanish Inquisition to root out Jews who have converted to Christianity but still practice Judaism. Many hundreds will be tortured and burned to death.

1484: Columbus first presents his idea to the king of Portugal for reaching the Indies by sailing west. The plan is rejected because the king's advisors think Columbus has vastly underestimated the distance.

1486: Columbus proposes a western voyage to Queen Isabella, whose advisors postpone any recommendation.

(Continued from page 2)

rary United States is its multi-ethnical character. Scholars describe the United States as one of history's first universal nations—its people are a microcosm of humanity with biological, cultural, and social ties to all other parts of the earth. The origin of these critical features of our demographic and our civic life lies in the initial encounters and migrations of peoples and cultures of the Americas, Europe, Africa, and Asia.

The United States and its citizens are an integral part of a global society created by forces that began to unfold in 1492.

Geographically, the Eastern and Western hemispheres were joined in 1492 after millennia of virtual isolation from one another.

Economically, the growth of the modern global economy was substantially stimulated by the bullion trade linking the Americas, Europe, and Asia; the slave trade connecting Africa, Europe, and the Americas; and the fur trade joining North America, western Europe, and Russia.

Politically, the contemporary worldwide international system was born in the extension of intra-European conflict into the Western Hemisphere, the establishment of European colonies in the Americas, the accompanying intrusion of Europeans into the political affairs of American Indians, and American Indians' influence on the political and military affairs of European states.

Ecologically, the massive transcontinental exchange of plants, animals, microorganisms, and natural resources initiated by the Spanish and Portuguese voyages altered the global ecological system forever.

Basic knowledge about the historical setting and effects of Columbus's voyages

Educators should ensure that good contemporary scholarship and reliable traditional sources be used in teaching students about Columbus's voyages, their historical settings, and unfolding effects. Scholarship highlights some important facets of history that are in danger of being disregarded, obscured, or ignored in the public hyperbole that is likely to surround the quincentenary. Particular attention should be given to the following:

1. Columbus did not discover a new world and, thus, initiate American history.

Neither did the Vikings nor did the seafaring Africans, Chinese, Pacific Islanders, or other people who may have preceded the Vikings. The land that Columbus encountered was not a "new world." Rather, it was a world of peoples with rich and complex histories dating back at least 15,000 years or possibly earlier. On that fateful morning of October 12, 1942, Columbus did not discover a new world. Rather, he put two old worlds into permanent contact.

2. The real America Columbus encountered in 1492 was different from the pre-contact America often portrayed in folklore, textbooks, and the media.

The America of 1492 was not a wilderness inhabited by primitive peoples whose history was fundamentally different from that of the Eastern Hemisphere. Many of the same phenomena characterized the history of the peoples of both Western and Eastern hemispheres, including highly developed agricultural systems, centers of dense populations, complex civilizations, large-scale empires, extensive networks of long-distance trade and cultural diffusion, complex patterns of interstate conflict and cooperation, sophisticated systems of religious and scientific belief, extensive linguistic diversity, and regional variations in levels of societal complexity.

3. Africa was very much a part of the social, economic, and political system of the Eastern Hemisphere in 1492.

The Atlantic slave trade, which initially linked western Africa to Mediterranean Europe and the Atlantic islands, soon extended into the Americas. Until the end of the eighteenth century, the number of Africans who crossed the Atlantic to the Americas exceeded the number of Europeans. The labor, experiences, and cultures of the African-American people, throughout enslavement and after emancipation, have been significant in shaping the economic, political, and social history of the United States.

[The slave trade was also significant in shaping the history of the African continent. Because of the slave trade, families were torn apart, societies collapsed, and the way was opened for Europe's invasion and colonization of the continent.]

4. The encounters of American Indians, Africans, and Europeans following 1492 are not stories of vigorous white actors confronting passive red and black spectators and victims.

Moreover, these were not internally homogeneous groups but represented a diversity of peoples with varied cultural traditions, economic structures, and political systems. All parties pursued their interests as they perceived them—sometimes independently of the interests of others, sometimes in collaboration with others, and sometimes in conflict with others. All borrowed from and influenced the others and were influenced by them.

The internal diversity of the American Indians, Africans, and Europeans contributed to the development of modern American pluralistic culture and contemporary world civilization.

5. As a result of forces emanating from 1492, American Indians suffered catastrophic mortality rates.

By far the greatest contributors to this devastation were diseases brought by the explorers and those who came after. Microorganisms associated with diseases such as smallpox, measles, whooping cough, chicken pox, and influenza had not evolved in the Americas. Hence, the indigenous peoples had no immunity to these diseases when the Europeans and Africans arrived. These diseases were crucial allies in the European conquest of the indigenous peoples of the Americas.

The ensuing wars between rival European nations

(Continued on page 4)

Bibliography available

The Office of Puhlic Instruction has prepared an annotated bibliography of resource materials on the Columbian encounter and the quincentenary. To request a copy, contact Cheri Bergeron, OPI, 5tate Capitol, Helena, MT 59620 (444-2082).

Resource people

Montana has many resource people with expertise on the Columbian encounter who are willing to share their insights with educators and students. 5ome of these people are listed below; you may contact them directly. Also, consider inviting American Indian members of your community to give their perspectives on the quincentenary.

Stephanie Baca
Flathead High 5chool
644 4th Avenue West
Kalispell, MT 59901
756-5075

Luanne Belcourt
5tone Child College
P.O. Box 1082
Box Elder, MT 59521
395-4313

Long Time Standing Bear Chief
(Harold Gray)
Drawer V
Browning, MT 59417
338-2882

Corky Clairmont
5alish Kootenai College
PO Box 117
Pablo, MT 59855
675-4800

Dr. Tomas Graman
Carroll College
Helena, MT 59625
442-3450

Dr. Robert Lindsey
History Department
University of Montana
Missoula, MT 59812
243-5102

Ardyce and Jim Masters
547 Rimrock Road
Billings, MT 59102
259-9564

Dr. Billy Smith
Department of History
Montana State University
Bozeman, MT 59717
994-5207

1488: Columbus appeals again to the Portuguese king. At the same time, Bartolome Dias claims Africa can be rounded by sea to get to the Indies. This eliminates Portugal's interest in looking for a westward route.

Jan. 2, 1492: The Moors surrender Granada. Under the agreement, all Moors can stay in Spain, keep their property and practice Islam. (Ten years later, 5pain will demand that all Moslems convert to Christianity or be expelled.)

April 1492: Ferdinand and Isabella agree to Columbus's westward voyage to the Indies. They also agree to his demands: 10 percent of all the wealth brought to 5pain, the title of Admiral of the Ocean 5ea, governor and viceroy of all the territory he discovers. All these titles are to be inherited by his heirs.

Aug. 2, 1492: Deadline for Jews to leave 5pain. Between 120,000 and 150,000 are forced out, able to take only what they can carry. They must leave all their gold, silver, jewels, and money for the king and queen.

Aug. 3, 1492: Columbus departs from Palos instead of the port of Cadiz, which is filled with ships taking some 8,000 Jews into exile.

Oct. 12, 1492: Juan Rodriquez Bermejo, a sailor on the Pinta, shouts, "Land, Land!" Columbus later claims he first spotted land and thus will collect the lifetime pension promised. The ships arrive at the island Guanahani, where Columbus claims possession of the island for Ferdinand and Isabella. Columbus receives presents from the Taino people he encounters and gives them some red caps, glass beads, and "many other things of little value." The first thing he tries to ask the people is "if they had gold."

Issues of the quincentenary

(Continued from page 3)

that were played out in this hemisphere, the four centuries of American Indian and European conflicts, and the now well-documented instances of genocidal and displacement policies of the colonial and post-colonial governments further contributed to the most extensive depopulation of a group of peoples in the history of humankind. Despite this traumatic history of destruction and deprivation, American Indian peoples have endured and are experiencing a cultural resurgence as we observe the 500th anniversary of the encounter.

6. Columbus's voyages were not just a European phenomenon but, rather, were a facet of Europe's millennia-long history of interaction with Asia and Africa.

The "discovery" of America was an unintended outcome of Iberian Europe's search for an all-sea route to the "Indies"—a search stimulated in large part by the disruption of European-Asian trade routes occasioned by the collapse of the Mongol Empire. Technology critical to Columbus's voyages such as the compass, the sternpost rudder, gunpowder, and paper originated in China. The lateen sail, along with much of the geographical knowledge on which Columbus relied, originated with or was transmitted by the Arabs.

7. Though most examinations of the U.S. historical connections to the Eastern Hemisphere tend to focus on northwestern Europe, Spain and Portugal also had extensive effects on the Americas.

From the Columbus voyages through exploration, conquest, religious conversion, settlement, and the development of American Mestizo cultures, Spain and Portugal had a continuing influence on life in the American continents. ■

Classroom activities

The Columbian quincentenary and the entire 1992-93 school year offer an exciting chance for schools to collaborate on special projects, displays, field trips, and events that incorporate every discipline: government, history, science, food, dance, art, and music, to name just a few. No doubt your school started planning events for the quincentenary long ago. Below we offer a few more suggestions for activities:

- Videotape a Columbus or Thanksgiving television special. Watch it with students and critique it together.
- Have students write about the Columbus encounter from the indigenous peoples' points of view.
- Have students survey Columbus books in the school library or younger children's textbooks to find which books omit important facts. Students could then write additions for those books and ask the librarian to put them with the incomplete books.
- Sid Poole, a library media specialist in the Helena school system, is working with students and teachers in the following activity: In each participating class, half of the students will research American Indian cultures at the time of Columbus; half will research European cultures. Subgroups in each half will focus on such areas as food, clothing, and religion. Then each half of the class will "observe" the other from an anthropologist's perspective. On October 12, the students will use their research and observations to re-enact the Columbian encounter. The rest of the school year will include intensive studies of American Indians. ■

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Assessing Columbus materials

One of the most valuable aspects of the Columbian quincentenary is the opportunity it presents to involve students in actively evaluating the Columbus materials, including books, movies, and television programs, they will encounter this year.

Because the figure of Columbus has assumed mythic proportions, biographic information about him and his exploits abounds. Most children's books and textbooks depict Columbus as superhuman, a hero, a great adventurer. They tend to ignore the man's uncomfortable aspects, such as his treatment of the indigenous peoples he encountered. Many ignore the indigenous peoples altogether or portray them as silent, passive players.

Most children's books and textbooks depict Columbus as superhuman, a hero, a great adventurer. They tend to ignore his uncomfortable aspects.

Although it is important for schools to assemble resources that tell the "whole story" of the Columbus encounter, it is not necessary to change textbooks or to discard the more romanticized materials. In fact, these materials can provide an excellent resource for students of all ages. When students compare and contrast the pro-Columbus materials with more complete versions, they can learn valuable critical reading and analytical skills.

Here are some questions educators can use in helping students evaluate various materials and accounts of the Columbian encounter:

- How factually accurate is the information? Was any information left out that would be important to a full understanding of Columbus, such as his slave taking or his method of getting gold?
- If the students determine that the information is not accurate, can they think of reasons it might have been portrayed that way?
- Are the historic events viewed from the different perspectives of all the groups involved? Who does the talking in the book, just the Europeans? Or do the indigenous people talk as well? Does the reader get to know the thoughts and feelings of the indigenous people as well as the Europeans?
- Is Columbus always associated with purity of heart; noble motives; heroism; rising above the people, native and non-native, who surround him? Is it assumed that he had a moral and legal right to take over a people and their land?
- Are the indigenous people depicted as primitive savages rather than as human beings belonging to highly complex societies? Are they described with stereotypical words such as "brutal" or "half-naked"?
- What do the illustrations communicate about Columbus and the indigenous peoples?
- Are native religious beliefs described as "superstitions"?
- Is there a "them" and "us" distinction between the Europeans and the indigenous peoples?

The power of language

The very language and terminology commonly used to characterize people and events associated with the Columbian encounter can be highly revealing. It can be useful to look closely at this language with students.

Some of the terms students may encounter include the following: *discover, conquest, encounter, adventure, invasion, exploit, enterprise, claim, steal, celebrate, commemorate, glorious, infamous, Old World, New World, civilized, uncivilized, ignorant, servant, slave, savage, pacific, soldierly, pagan, heathen, history, prehistoric, destiny, holocaust.*

Are any biases revealed when these words are used? Which words seem most appropriate? Can students suggest contrasting language?

Students may have some strong reactions when they discover that many materials about Columbus fail to tell "the whole story." The purpose of taking a critical look at Columbus materials is not to make students cynical or mistrusting of what they read. Rather, it is to give them skills to become, as teacher and author William Bigelow suggests, "detectives, interrogating their biographies, novels, and textbooks for bias." ("Once Upon a Genocide: Christopher Columbus in Children's Literature" *Language Arts*, Vol. 69, Feb. 1992) ■

October 14, 1492: Columbus's thoughts turn to slavery: "When Your Highnesses so command, they [the Tainos] can be carried off to Castile or held captive in the island itself, since with 50 men they would be all kept in subjection and forced to do whatever may be wished."

December 9, 1492: Columbus sails into the harbor of the island the Taino people call Bohio. He calls its plains "the loveliest in the world." They remind him of Spain. He calls the island Española.

(Timeline compiled by Bill Bigelow (*Rethinking Columbus*). Sources: Cecil Jane, *The Journal of Christopher Columbus*; Benjamin Keen, ed., *The Life of the Admiral Christopher Columbus by His Son Ferdinand*; Hans Koning, *Columbus: His Enterprise*; Bartolome de las Casas, *History of the Indies*; Milton Meltzer, *Columbus and the World Around Him*; Samual Eliot Morison, *Admiral of the Ocean Sea*; Kirkpatrick Sale, *Conquest of Paradise*.)